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ABSTRACT

Fourteen summer school projects located in 14 school districts with large concentrations of migrant children during the summer of 1972 were described. The projects were from 6 to 10 weeks long and provided services for children from birth to age 12. The number and percentage of pupils enrolled in each component of the program were (1) Title I: 1,363 or 63.5%, (2) Headstart: 396 or 18.5%, and (3) Title IV Day Care Component: 385 or 18%. The program is described in terms of exemplary projects in the 1972 migrant program, children served, grade placement, teacher-pupil ratio, inter-relationship with the regular Title I program, coordination with other programs, in-service training, non-public school participation, information dissemination, community involvement, program effectiveness, special areas, equipment and construction, supportive services, program integration, staff utilization, new programs, and a program critique. Included in the appendix are additional information on exemplary project #1 for recruitment of migrant children; a list of licensed migrant camps; information for Title I migrant summer schools; diagrams for physical plant organization; and selected materials for elementary and junior high schools. (PS)

prepared by

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A CONSULTANT REPORT
STATE OF MINNESOTA DEPARTMENT OF EDUCATION
TITLE I ELEMENTARY AND SECONDARY EDUCATION ACT
MIGRANT AMENDMENT ANNUAL EVALUATION REPORT
(BOB 5HRO 719) SUMMER OF 1972
(BOB 51-RO 719)

State of Minnesota

Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

November 1, 1972

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Mr. Vidal Rivera, Jr.
Chief, Migrant Programs Branch
Division of Compensatory Education
U.S. Office of Education
400 Maryland Ave. S.W.
Washington, D.C. 20202

Dear Mr. Rivera:

The Minnesota Department of Education, Federal Programs Section, Title I ESEA Migrant Program, herewith submits the State Annual Evaluation Report (BOB 51-RO 719) in compliance with U.S.O.E. Guidelines.

This report represents fourteen summer school projects in fourteen separate school districts spread over a geographical area nearly four hundred miles apart.

The fourteen centers served approximately 2144 children, ages birth to twelve, in programs coordinated with funds from Day Care and the Office of Child Development.

We are happy to submit this report and trust it will provide information useful in improving migrant education nationally.

Sincerely,

Thomas A. Murray
Title I Assistant Administrator

TAM:rk
Enclosure

INTRODUCTION

The total 2,144 migrant worker's children that participated in the Minnesota Migrant program are divided into three main components. Below are the approximate number and percentage of pupils enrolled in each component.

a. Number of school age pupils enrolled in Title I: 1,363 or 63.5%.

b. Number of pupils enrolled in Headstart: 396 or 18.5%.

c. Number of pupils enrolled in Title IV Day Care Component: 385 or 18%.

The State of Minnesota, Department of Education, approved and funded fourteen (14) summer school projects located in fourteen school districts with large concentrations of migrant children, during the summer of 1972, (see figures #1 and #2).

These summer school projects were from six to ten weeks long and provided a complete and comprehensive program of services for migrant children from birth through age twelve.

In order to provide these services, it was necessary to work closely with two other agencies that supplied funds and personnel to supplement the main thrust provided by the Title I Migrant Program. These two other organizations are the Tri-Valley Opportunity Council and State Department of Welfare, Title IV.

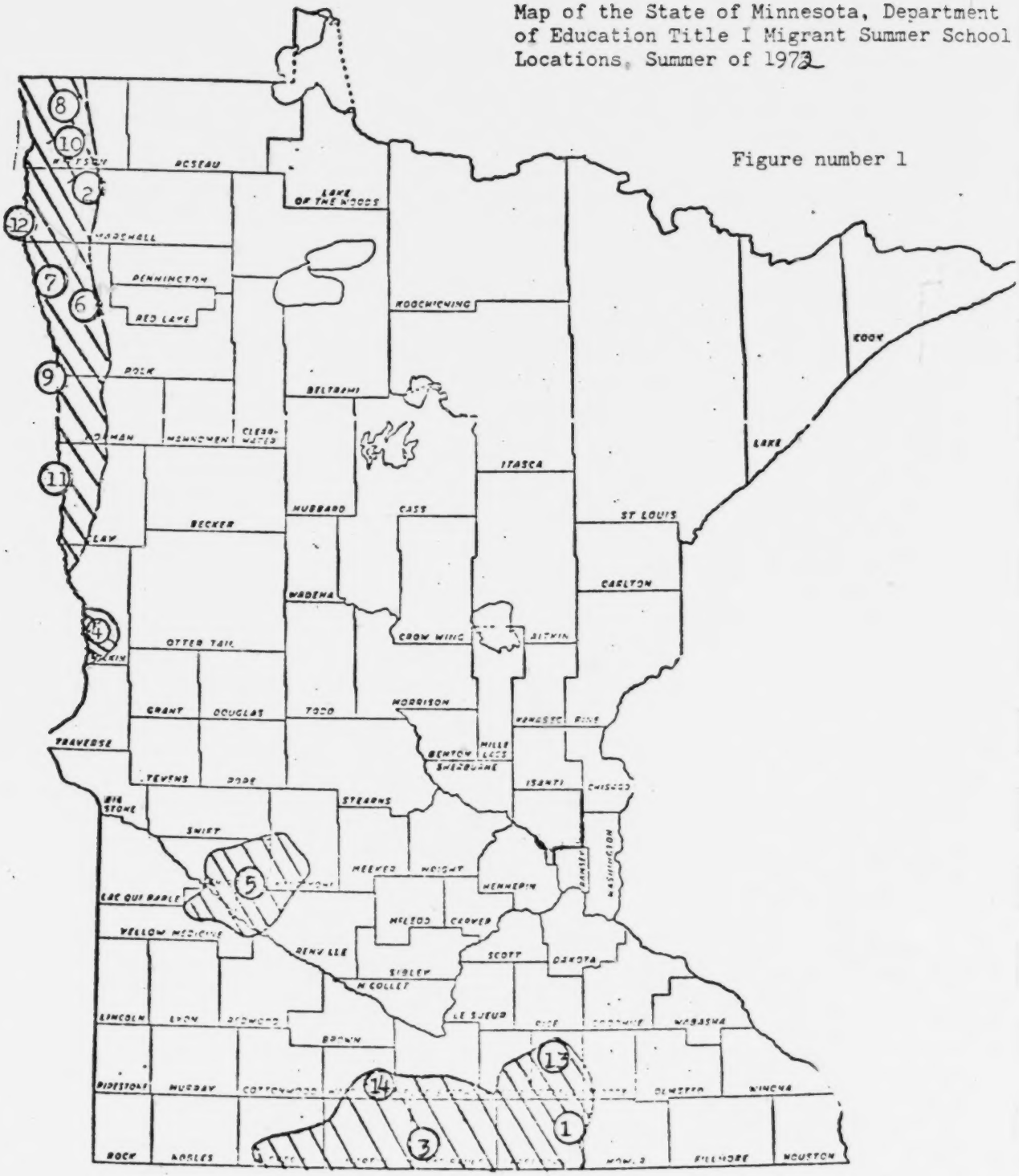
The State Department of Welfare, (Title IV, Day Care Section) provided funds for the operation of a Day Care Component at each of the schools implementing a Title I Migrant Summer School Project. The funds are used to provide services for migrant children in the age groups from birth to age five.

The Tri-Valley Opportunity Council administered personnel and funds to operate a Headstart component in each of the schools operating a Title I Migrant Summer School Project. This component was funded through an O.C.D. grant.

The majority of the migrant worker's children fall into the Title I Migrant Program school age group. However, the Headstart and the Day Care Components are necessary because families are able to send all of their children, regardless of age, to one school. This keeps the family together and increases the attendance of the school age children because they do not have to stay at home and babysit; the preschool children are more secure because they know that their brothers and sisters are close by.

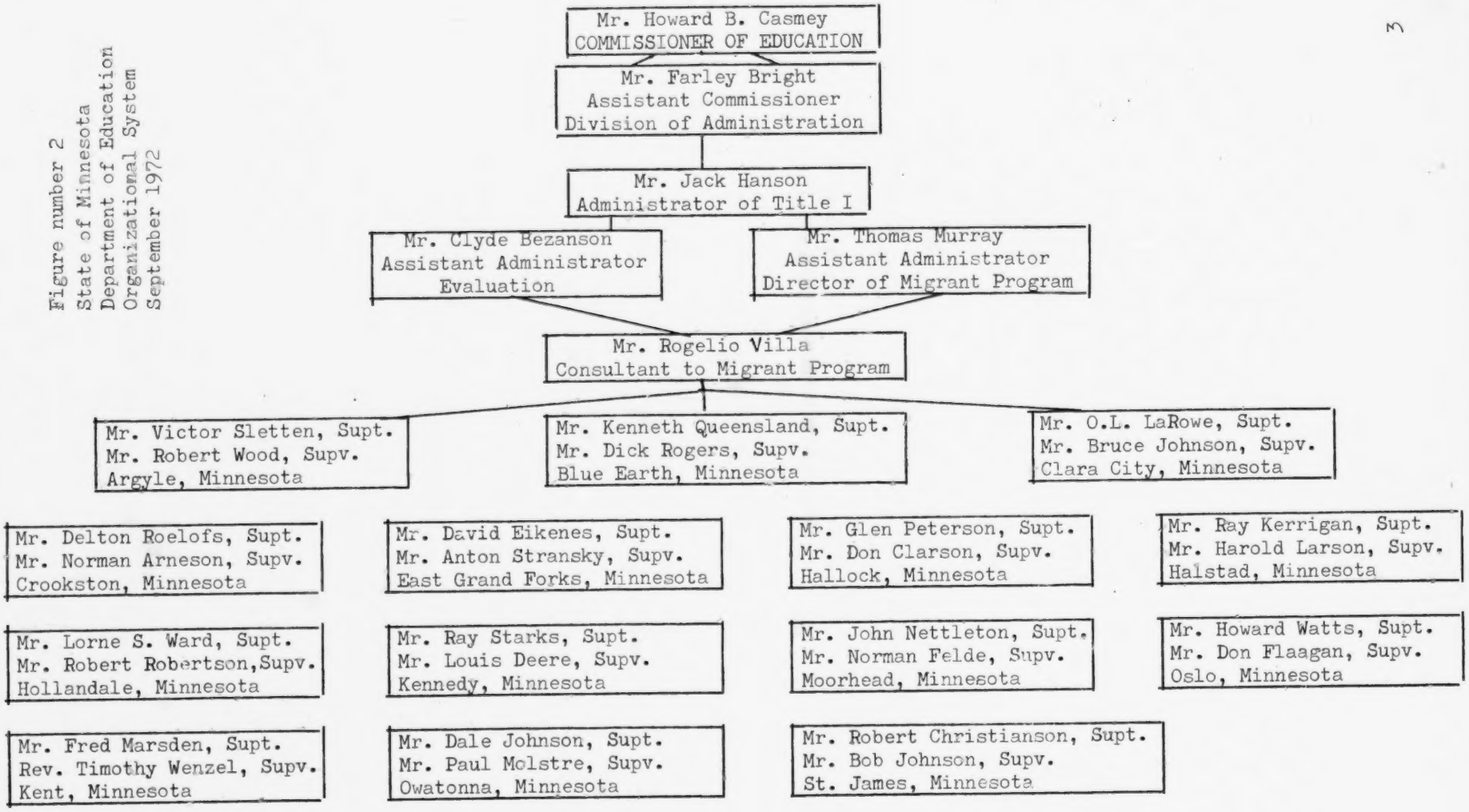
Map of the State of Minnesota, Department of Education Title I Migrant Summer School Locations, Summer of 1972

Figure number 1



Number Location	District	County	Cong. Dist.
1	Albert Lea	Freeborn	1
2	Argyle	Marshall	7
3	Blue Earth	Faribault	2
4	Breckenridge	Wilkin	7
5	Clara City	Chippewa	6
6	Crookston	Polk	7
7	East Grand Forks	Polk	7
8	Hallock	Kittson	7
9	Halstad	Norman	7
10	Kennedy	Kittson	7
11	Moorhead	Clay	7
12	Oslo	Marshall	7
13	Owatonna	Steele	1
14	St. James	Watonwan	2

Figure number 2
State of Minnesota
Department of Education
Organizational System
September 1972



The State of Minnesota Department of Education plans to send one of its staff members to visit the school districts with the highest concentration of migrant children. This visit will enable Minnesota staff to coordinate the inter-state cooperation. Minnesota staff will be able to follow through on the regular school year program in Texas. All new materials and techniques obtained through this visit will be disseminated at the pre-service training workshop for Minnesota teachers and aides for use in the 1973 program.

The Texas school districts visited will gain from being appraised of the techniques and models we use in Minnesota. This concept of sharing ideas and materials will be of mutual benefit to Texas and Minnesota education personnel and to the migrant worker's children in both states. Continuity in grade placement, curriculum, health services, and in the general educational program so that one complements the other (but not necessarily identical) is the main goal. Hopefully, the coordination of the two programs will also blend the programs into one bilingual, bicultural, educational program with phases of it implemented in different states.

A migrant parent advisory committee is being formed and parents will be visited (in Texas) to gain their input into the Minnesota Migrant Program.

Where do the children of migrant agricultural workers in Minnesota come from?

Approximately 99 per cent of the 2,144 children we served in Minnesota during the summer of 1972 came from three general areas in Texas. (See color coded Texas maps for school age and preschool children in figures #3 & #4). The maps show the results of a 50% sample. The sample indicated that these children listed school districts in three general areas as their homebase school.

These three general areas in Texas are:

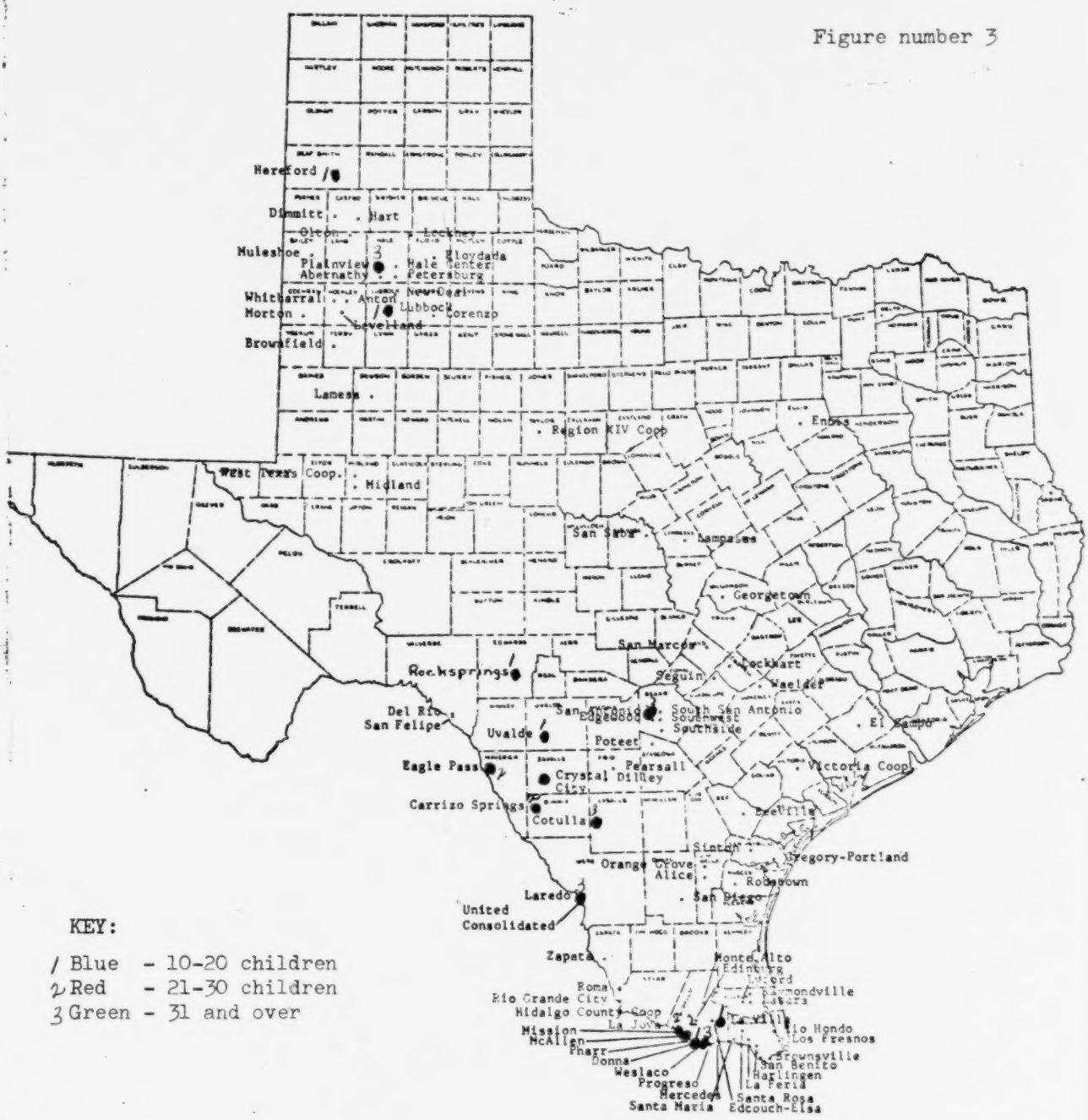
a. The south-central pan handle area around Plainview, Hereford, and Lubbock.

b. The southwestern area centered around Crystal City, Cotulla, Eagle Pass, Carrizo Springs, San Antonio, Rock Springs, Uvalde and Laredo.

c. The far south part of the state centered around Weslaco, Donna, Mission, McAllen and Mercedes.

SCHOOL DISTRICTS WITH LARGE NUMBERS OF SCHOOL AGE MIGRANT CHILDREN ENROLLED IN MINNESOTA TITLE I SUMMER MIGRANT PROGRAM, 1972

Figure number 3

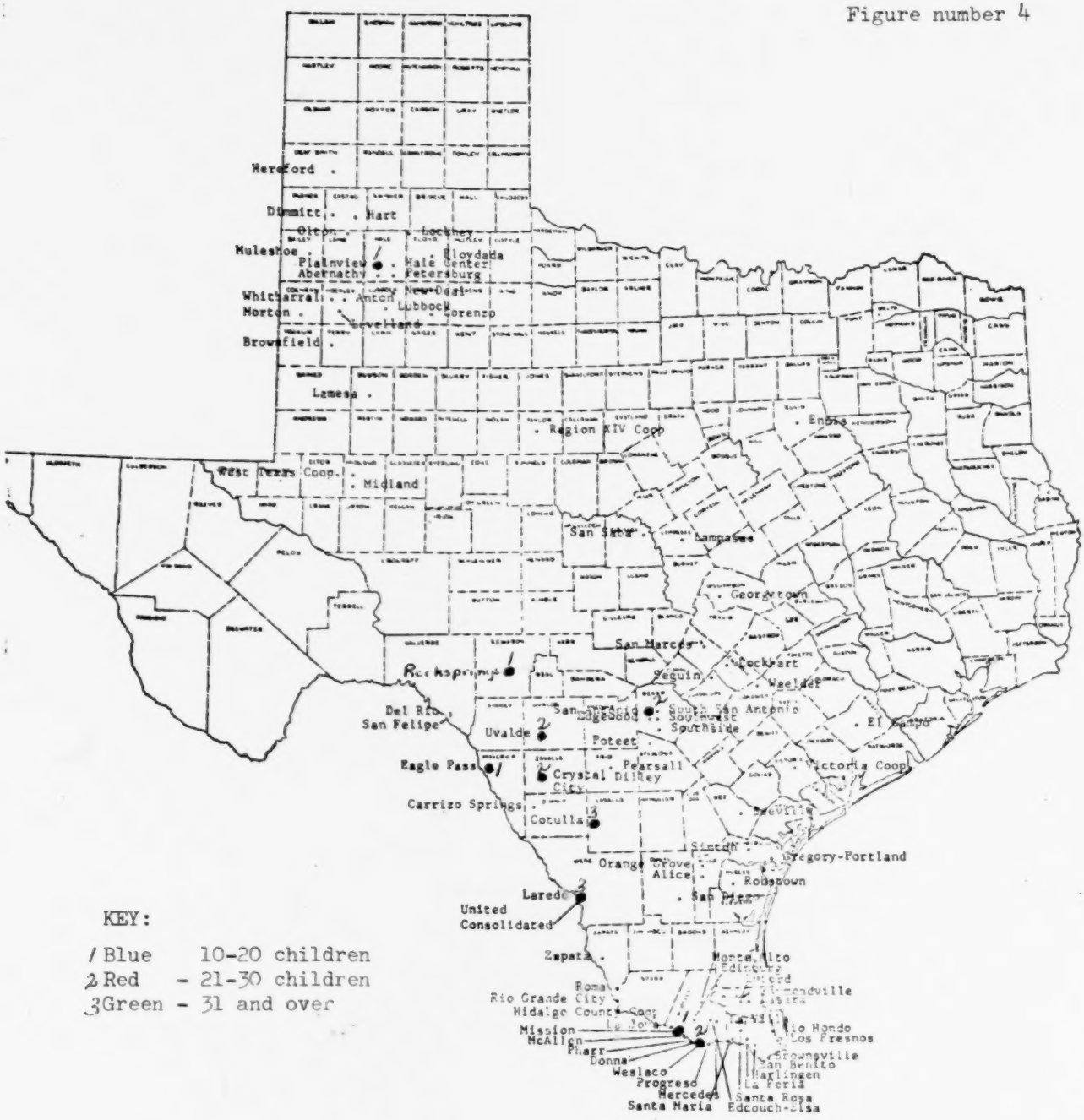


KEY:

/ Blue - 10-20 children
2 Red - 21-30 children
3 Green - 31 and over

SCHOOL DISTRICTS WITH LARGE NUMBERS OF PRESCHOOL MIGRANT CHILDREN ENROLLED IN MINNESOTA TITLE I SUMMER MIGRANT PROGRAM, 1972

Figure number 4



KEY:

/ Blue 10-20 children
2 Red - 21-30 children
3 Green - 31 and over

Beginning of Evaluation (BOB 51-RO 719)

I. EXEMPLARY PROJECTS IN THE 1972 MIGRANT PROGRAM:

A. Exemplary Project #1: Systematic Plan for Recruitment of Migrant Children in Minnesota

In order to be assured that all areas with concentrations of thirty or more migrant children had access to the Title I Migrant Program, a systematic recruitment program was implemented.

In preparation for the development of this systematic recruitment program, a survey of the recruitment methods used in ten other states was undertaken. Recognition is given to the participating states for their assistance and cooperation. The methods of recruitment used by other states were tabulated. Those methods that had not been implemented in Minnesota were studied.

One of these methods used by three of the ten states was the use of a "List of Licensed Migrant Camps" compiled by the State Department of Health. This method was selected for use in Minnesota because all growers who house migrant workers are required to obtain a license that indicates that the housing meets the minimum requirements as established by the State Department of Health.

A list, of approximately 700 growers who were licensed in 1971, was obtained from the State Department of Health.

An inservice training meeting for LEA Project Enrollment Recruiters was held in St. Paul on April 18, 1972. The recruiters received the training necessary to read county maps and locate the licensed migrant camps within a reasonable distance from their schools. This was necessary because the majority of the recruiters had not had previous training in locating migrant worker camps as listed by the State Department of Health. The camp addresses are listed by county, township, section and number of occupants.

As part of the inservice training session, the recruiters located the migrant camps on county maps. Several of them were surprised to find camps in areas that they had not heard of before. The recruiters were able to see where migrant workers would be living; this was useful in preventing gaps between some projects and preventing overlapping of bus routes in other projects.

One of the major advantages that systematic recruitment produced was that it eliminated from 90% to 100% of the guesswork in the recruitment of migrant workers' children.

Approximately 10% of migrant workers who came to Minnesota were "free wheelers"; these migrants came to Minnesota without a contract to any of the growers on the licensed camp list and lived wherever they found last minute employment and housing. The "free wheelers" were located and informed of the Title I Migrant Summer School Program by word of mouth. Other migrant workers living in the area and participating in the program passed on the word about the program, or they told the LEA Recriuter and he made a camp visit to let the "free wheelers" know about the program.

Other agencies with outreach workers such as the local migrant branch of the Department of Manpower Services, local CAP Agencies and other public and private social service agencies also cooperated in an effort to locate the children of "free wheelers" that were not located through the Systematic Recruitment Program.

Locating "free wheelers" in the state through outreach workers was relatively easier than attempting to locate the other 90% through outreach workers as in past years. (See "Systematic Recruitment of Migrant Children in Minnesota", appendix figure #5).

B. Exemplary Project #2: State Department of Education, Federal Programs Section, Title I Migrant Program and State Department of Welfare, Title IV of Social Security Act Day Care Section Administrative Agreement

Approximately six months of negotiations and discussions between administrative personnel of both departments culminated in a formal agreement with mutual benefits.

Several of these benefits are: 1. In past years the funding of the Day Care Component of the Migrant Program was often delayed at funding time.

The reason for this was that Local Welfare Boards were often unable to cooperate fully for a number of reasons.

The State level agreement provided the vehicle for eliminating the many delays and considerable paper work involved in the efforts of previous years.

This year's Day Care projects were submitted to the State Department of Education. The State Department of Welfare, Day Care Section channeled its funds via the State Department of Education to the local school districts. Results: Simple and effective funding of Day Care projects and reduced administrative problems for local project supervisors.

2. Another important aspect of this agreement allowed the State Department of Welfare, Day Care Section to retain the responsibility for the supervision of the Day Care Program. In order to meet this responsibility, three State Area Day Care Consultants were assigned to the program. This is the first time this has happened in the Minnesota Migrant Program. These three consultants provided invaluable assistance in setting up the Day Care Centers and guiding them through the transitional phase from babysitting orientation to a positive child development program. The expertise given by these three Area Day Care Consultants was invaluable to the entire state-wide Day Care Program Staff.

C. Exemplary Project #3: "Curriculum Model - The Learning Center Approach"

A curriculum model recommending the learning center approach was demonstrated at the preservice training session for the Title I Migrant Program and Headstart teaching staff, (A copy is attached, please refer to appendix figure #6 at the end of the report).

This model was implemented along with instructional games, and field trips. It was recognized that the standard approach of 20 pupils seated in neat rows facing the teacher in the front of the classroom was too rigid and structured an approach. It was also recognized that a too rigid and structured approach, as has been used in the past, does not meet the needs of the migrant children.

The instructional model selected for implementation in the 1972 Title I Migrant Program allowed for increased educational adaptability to the program objectives. One of the main objectives was to create a friendly, warm and human atmosphere conductive to learning. Another main objective was to use a flexible learning experience approach. Learning was to be achieved through inquiry, discovery, and involvement by the use of the learning centers, field trips and creative dramatics. Demonstrations were presented in all phases of the instructional model at the three day preservice workshop for teachers and teacher aides on June 8, 9 and 10, 1972.

Title II grants for additional library books and audio-visual materials supplemented the Title I Migrant Projects. The State School Library Unit compiled and mailed a bibliography entitled "Mexican-American Amigos", (a copy is attached). This is an excellent example of intra-department cooperation. Please refer to appendix figure # 7, for a copy of the bibliography.

II. CHILDREN SERVED:

Question A: If the estimated number of migrant children to be served, as per your application, was not met, indicate the reason for the lack of full participation.

Response: The estimated number of children to be served as indicated in the original application was 2,000. Actual number of children served was 2,144.

Question B: How many children were actually served?

Response: Because some of the children arrive later than others and because some of the children leave earlier than others, there is a difference in the class attendance and the actual number of children served. In this respect, the total number of children served by the State Title I Migrant Program was 2,144. This figure includes the statewide Migrant Summer School Projects in fourteen widely scattered centers.

Question C: Please submit a copy of instrument used to identify migrant children.

Response: The identification of a migrant child in Minnesota was determined according to the definition of a migrant child as provided by the U.S. Office of Education: "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or related food processing activities." Almost all pupils participating in the program were inter-state migrants. At the project level, this determination was made by the staff referrals, and social agency referrals of migrant children who complied with the above definition. The permanent local communities in this northern state are chiefly of Scandinavian, German, and English heritage while the migratory agricultural workers are 100% Mexican-American descent. They migrate here from Texas and Washington.

III. GRADE PLACEMENT:

Question A: Indicate procedure used to evaluate migrant children for grade placement (i.e., age, achievement test, teacher opinion, etc.).

Response: The children were evaluated by various methods to determine the grade placement. The methods include chronological age, testing, and teacher judgment. Some of the grade placement was determined by the child's former status as recorded on the Uniform Migrant Student Record Transfer Form. This system was scheduled to be computerized and become operational by the summer of 1971; however, it has some mechanical and technical problems that we understand are being worked out in 1973.

Question B: What curriculum changes were made to meet this change in ratio?

Response: The instructional model recommends the use of two teacher aides to each teacher per classroom. The objective of this was to reduce the teacher-pupil ratio to a semi-tutorial stage to allow for individually guided instruction and to make a greater impact in the short period of time the school is in session.

In addition to teachers and teacher aides, approximately 50 volunteers helped to reduce further the teacher-pupil ratio.

Note: The project at Moorhead almost doubled in size from its projected figures. An addendum to the project had to be written in order to hire additional staff and cover the extra costs. The project was also extended for two more weeks due to delays in the hoeing caused by heavy rains.

IV. TEACHER-PUPIL RATIO:

Question A: What was the teacher-pupil ratio in your program?

Response: The teacher-pupil ratio varied from one summer project to another and also varied within the same project. It also fluctuated within each project because some of the migratory pupils arrived late and others left early. The number of teachers and teacher aides in the entire program for the summer totaled 212. The number of pupils in the entire program totaled 2,144. Thus the teacher-pupil ratio average for the program was 1 to 9 and it ranged from 1 to 1 through 1 to 10.

V. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM:

Question A: Give examples of regular Title I programs which have been specifically designed by local educational agencies to supplement State operated Title I Migrant Programs.

Response: The regular Title I Program supplemented all of the Title I Migrant Projects in Minnesota by having equipment from the Regular Title I Program available for use in the migrant summer school.

Argyle and Owatonna were funded through Regular Title I Reallocation Funds. These are two projects that have been specifically designed by the LEA's to supplement State operated Title I Migrant Programs. This action freed almost $50,000 to be used to provide additional services for migrant children. The funding of a new project at Kent was possible because of this action.

LEA's may request that their Title I Migrant Projects be funded out of Regular Title I Reallocation funds. Argyle and Owatonna made such requests.

Question B: Comment on arrangements which States have made for training or assignments of personnel to achieve coordination between regular and special programs for migrant children.

Response: The State of Minnesota, Department of Education, Title I, Migrants Program has cooperated with the home state of the migrant children. The migrant children come here from a myriad of Texas communities and, because of this, there is some degree of coordination between the states at the local migrant summer school project level. This coordination is viewed as vital to the success, in the national scope, of the Title I Migrant Educational Program. To accomplish this cooperation, we participated in the Texas Migrant Interstate Cooperation Project for 1972. This program is operated under the auspices of the Texas Education Agency and Mrs. Esther Gonzales was assigned to be the Texas Education Agency's Representative in Minnesota for the summer of 1972. Mrs. Gonzales assisted in the coordination of our regular Migrant Summer School Programs and the Texas Title I Migrant Program implemented during the school year for a six month term which is the main part of the migrant child's school year. The follow-up on effectiveness of coordination between our summer program and the regular six-month-term home-state program is not known. Improvements of the Student Record Transfer System will increase coordination of regular and summer school programs.

Mrs. Esther Gonzales, visiting teacher from the Texas Education Agency and Rogelio H. Villa, State Consultant to the Minnesota Migrant Program met regularly to compare observations of their independent school visits and presented the suggestions and recommendations that would be helpful in improving specific LEA projects. These recommendations were also submitted as written and/or verbal progress reports to Dr. Thomas A. Murray, Director of the Minnesota Migrant Program. SEA and most LEA personnel were well satisfied with Mrs. Esther P. Gonzales' contribution to the instructional phase of the 1972 Title I Migrant Program.

The Migrant Student Record Transfer System will also enhance the program. Although this year the system went through some "growing pains", our imput into the system will benefit the migrant children when they enroll in another school. The information in the health areas is up-to-date as well as the education areas.

VI. COORDINATION WITH OTHER PROGRAMS:

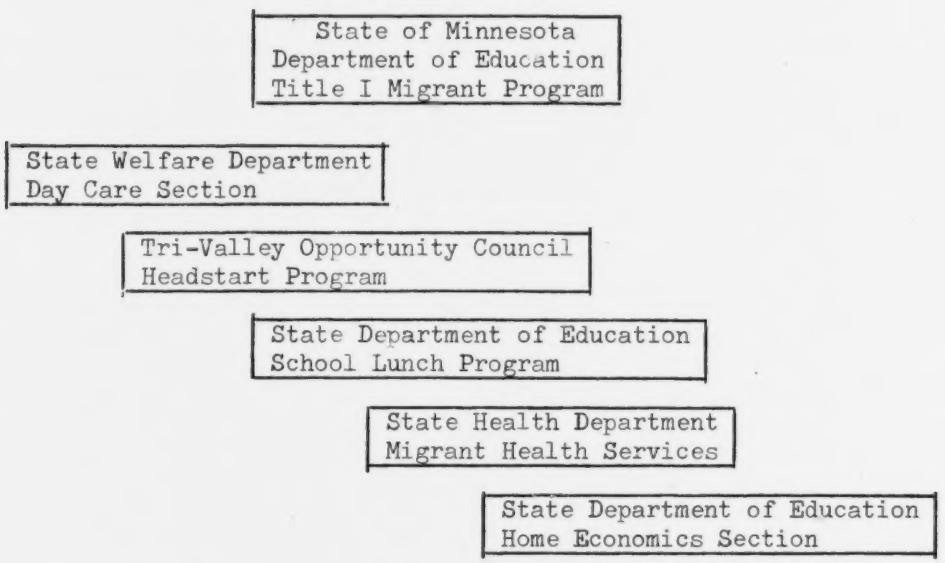
Question A: Describe other assistance that directly serve the same migrant population as in your State program (federal, state, local, private-supported programs). How extensive are these programs in the State?

Response: Other assistance that serves the same migrant population as our state program at the federal, state and local levels are listed below:

a. Regular Title I Programs
b. Headstart
c. Department of Public Welfare Day Care Unit
d. State Employment Service
e. Area Community Action Agencies
f. Health Department and Regional Mental Health Clinics
g. Local School Boards
h. Local Migrant Councils
i. Twin Cities Resettlement Center
j. Local Catholic Churches
k. Council of Churches
l. United Migrant Council
m. Local Protestant Churches
n. Department of Welfare - Food Stamp Program
o. Moorhead State College (Volunteers)
p. Consumer Economics
q. Adult Basic Education
r. Governor's Committee on Migrant Workers

The State Department of Education has the cooperation of the agencies in the following diagram. These services were provided as auxiliary services to the main thrust implemented by the Title I Migrant Program at each LEA Project.

THE SIX MAIN COMPONENTS OF THE
MIGRANT PROGRAM IN MINNESOTA Figure #8



VI. Coordination with other programs response A. continued.

The services provided by the agencies in figure #8 were very successful in meeting the needs of the 2,144 migrant children enrolled in the program.

The additional agencies named on the separate list also provided auxiliary services, and played valuable supportive roles in enhancing the scope of the program.

Question B: What efforts have been made to establish coordination between these programs? What has been the outcome of the effort to coordinate?

Response: In-service training meetings were planned and personnel from all the agencies were invited. This resulted in an agreement for additional commitment and greater cooperation among the agencies. Also the interaction has been a method of disseminating information.

Question C: If you participated with other agencies in providing services to preschool children and/or adult migrants, what were the services, sources and amount of services expended?

Response: Participation with other agencies was carried out in the summer educational projects to varying degrees. Some of the sources for services are listed in section VI A. of this report.

Title IV of the State Department of Welfare, Day Care Section, contributed funds for the operation of Day Care Centers in every Title I Project School.

The Tri-Valley Opportunity Council funded, implemented and supervised a Headstart Program in every Title I Project School.

The State Department of Education School Lunch Section provided funds for the migrant children in all three components (Title I, Headstart, Day Care).

The State Department of Health provided medical, dental, eye and ear examinations and the necessary corrective treatment for the children at the LEA schools by referrals and through a network of several family clinics.

The Home Economics Section of the State Department of Education furnished home economics education at several of the schools, to children, teacher aides, and (after school hours) to adult migrants. This education included infant nutrition to expectant mothers, birth control information, effectiveness of regional brands of laundry products, use of powdered milk as an economy measure, establishing free clothing centers, the availability of other community services, basic health dangers as consequences of improper food storage from insects and/or rodents, etc.

Question D: What gaps remain in the types of services provided for migrant children? What additional programs are needed to provide services to migrant children?

Response: Please refer to the program critique (Question XVIII) for some strong points and some of the weak areas.

There is an unfortunate lack of communication between the State Department of Health and the LEA Supervisors. Efforts to close this gap were made by LEA personnel through inviting State Department of Health personnel to participate in a pre-service training session for LEA supervisors. However, LEA personnel and LEA supervisors felt that crucial questions about the location and extent of medical services that could be expected went unanswered.

As a result medical services provided by the State Department of Health, Migrant Health Unit ranged from excellent in some areas to none or very poor in other areas.

It is generally felt that the State Department of Health carries the responsibility to plan and implement a program that will go beyond dental screening, audio testing and immunization. We believe that the program should also make arrangements for 100% treatment of all migrant children who need it before they leave Minnesota. One way it can be done is to adjust the Migrant Health Unit Budget to allow for a greater porportion of the Migrant Health Unit Grant to reserve one half of a day, one day, two days or whatever length of time is needed with a local medical doctor and a local dentist so that all necessary medical and dental treatment can be performed and completed. In order to do this, it is also necessary to allow enough funds in the budget to cover all the medical bills incurred by services, prescriptions, equipment (crutches, wheelchairs, etc.), hospitalization, etc. as needed by the migrant students.

In cases where local doctors and dentists are unable to provide these basic medical and dental services an alternative plan using teams from medical and dental schools can be used. The University of Minnesota, University of North Dakota and Mayo Clinic at Rochester are close by.

Representatives from OEO, LEA supervisors, school nurses and even private doctors have expressed their frustrations with the delivery of medical and dental services as they were provided this summer.

The Governor's Committee on Migrant Workers is working toward a closer coordination of services to Migrant workers and their children. Meetings with administrators of various agencies serving the migrant population in Minnesota are held regularly. Mr. Dan Danford, a member of Governor Wendell Anderson's staff, presides over these meetings and is well aware of the situation. We believe things are going to improve during the summer of 1973.

VII. In-Service Training:

Question A: Indicate the type of programs conducted in pre-service, in-service and post-service staff training.

Response: This year, pre-service training included special training for LEA Migrant Enrollment Recruiters and LEA Migrant Record Clerks. The results of this approach were implementation of an organized recruitment system and more efficient operation of the MSRTS. Although some breakdowns in the computer made the four day turn around time unworkable, the LEA Project Supervisors received and sent out data in time to be of value this summer.

A combination post-service and pre-service training workshop for LEA project supervisors and administrators was held in Minneapolis on November 18, 1971. The purpose of the workshop was to evaluate those areas that worked well and those areas that needed improvement. The goals were to avoid repetition of errors and to improve the migrant program in general. This meeting brought out the problems encountered during 1971 and a discussion on how to avoid them in 1972 followed.

Administrators or other agencies that participated in providing services to migrant children, gave presentations about the roles their particular agencies play in the migrant program. A question and answer period followed the presentation.

Some of the problems discussed included the following: Some LEA's submitted projects that grossly overestimated the cost of the 1971 migrant summer school project. This resulted in tying up some of the migrant funds that could have been used by other projects. The LEA's were advised to make a closer assessment of their needs and write their projects accordingly.

Another problem was the funding for the Day Care component to the Title I Migrant Projects. Some Local Welfare Boards were reluctant to approve the funding of these projects. This problem was solved through a state level agreement between the State Department of Welfare and State Department of Education, (see exemplary project #2 on page 8 for details).

A statewide pre-service and in-service training workshop was held for the teacher aides working in the migrant program. This inservice training workshop was shared with the inservice training program for the Headstart component. It allowed the teachers from the various projects to interact and exchange ideas. The pre-service training workshop program stressed Mexican-American Culture and Heritage; presentation and demonstration of the instructional model (see exemplary project #3 on page 9 and the instructional model in the appendix, figure #6, page 61); and creative dynamics.

Each LEA held its own (ongoing) inservice training sessions.

LEA Title I Supervisors and Rogelio H. Villa, SEA Migrant Program Consultant participated in a post-service training session in cooperation with the Migrant Headstart Program. The objective of this workshop was to evaluate the coordination of the administrative and instructional phases of the Migrant Program. This meeting was held at Fergus Falls on August 18, 1972.

Question B: Indicate the degree of interstate planning involved in this service and the States that participated.

Response: Interstate planning was involved to the following degree: Inservice training visits at individual schools operating Title I Migrant Summer School Programs were planned and presented by Mrs. Esther Gonzales, representing the Texas Education Agency.

Question C: Did the instructional staff receive training in the use of supplemental curriculum materials and equipment? Indicate the type of training.

Response: The instructional staff received training in the use of supplemental curriculum materials and equipment at the LEA level during the 3 day pre-service training session. University professors conducted instructional model demonstrations for LEA staff. The demonstrations included Mexican-American culture and background, use of bilingual teacher aides, use of supplemental curriculum materials, creative dramatics, team teaching strategies, etc., (see question IX A).

Question D: Indicate how curriculum materials from feeder states were utilized in your training and planning.

Response: Curriculum materials from feeder states were used as enrichment for the regular academic plan. Rochelle Range who is now employed with the Texas Education Agency spent the summer of 1971 visiting migrant projects in Minnesota and upon her return to Texas she mailed copies of some of the material that is used in the Texas schools. We also plan to send one or two of our staff members to visit school districts with high concentrations of migrant pupils in order to observe the methods and materials used in the Texas Migrant Program. This will permit us to plan for improvement of the interstate program's continuity through the use of curriculm materials used in Texas schools.

In the past, teachers from Texas have visited Minnesota, but educational staff from Minnesota have not visited Texas Migrant Programs when they were in operation. This year we hope to visit Texas schools when the influx of migrant worker's children is at its peak in the homebase schools. This would be the month of December or February.

Question E: Did you participate in interstate teacher exchange program? If so, what State(s) were involved?

Response: No, but this was done in an informal way. Crookston hired one teacher from Texas. However, many teacher aides from Texas were involved in the program. Some of the projects hired a few bilingual teachers from St. Paul and other cities in Minnesota. It was not a formal teacher exchange program in the sense that no Minnesota teachers went to Texas.

VIII. NON-PUBLIC SCHOOL PARTICIPATION:

Question A: Describe how non-public school children participated in the program.

Response: No non-public school children were reported to have participated in the project.

IX. DISSEMINATION:

Briefly describe the information dissemination techniques and distribution of materials for the purposes of program development content and evaluation.

Question A: On an interstate basis.

Response: Dissemination information on an interstate basis was accomplished through materials and exhibits presented at the pre-service instruction staff workshop in Moorhead. The workshop was held on June 8, 9 and 10, 1972.

A package of bilingual, bicultural materials was disseminated at this workshop. The package included:

a. An instructional model,
b. Common Spanish Phrases for Teachers,
c. Teaching Children to Name Letters,
d. The Language of Instruction - Words Children Should Understand,
e. Nine Current Approaches to Teaching Reading,
f. Sensitizing Teachers to Ethnic Groups,
h. Troublesome Language Concepts,
i. Information about Title I Summer Schools,
j. Correlation of Subject Matter,
k. How to use Summer School Field Trips,
l. Working with Migrant Parents and A Forgotten American (Resource Unit for Teachers on the Mexican-American),
m. Mexican-American Amigos (bibliography)

A report was prepared for Mr. Dan Danford of Governor Wendell Anderson's staff by Mr. Rogelio Villa, Migrant Program Consultant for Minnesota. The report was published in the May 1972 issue of "The Education Commission of the States" for interstate dissemination. This issue was devoted to "Early Childhood Programs for Migrants: Alternatives for the States".

A representative of the Texas Education Agency came to Minnesota under the Texas Cooperation Project. This representative spent 8 weeks in Minnesota and this served as an interstate dissemination of information project.

Dr. Julie Jensen from the University of Texas at Austin, participated in the pre-service training workshop at Moorhead on June 9, 1972. This served as another phase of interstate cooperation and dissemination of information.

The instructional model recommended the hiring of two teacher aides for every classroom teacher. In the majority of the projects, the teacher aides were hired and trained directly from the migrant stream. They contributed to the dissemination of information through their input into the Migrant Program.

Question B: On an intrastate basis:

Response: The Title I Migrant Program Evaluation was distributed to project supervisors and administrators participating in the migrant program in 1972.

Techniques used for distribution of information and materials for the purpose of program development on an intrastate basis was concentrated around the pre-service workshop. Each summer school project displayed an exhibit of the materials and activities used in their program. All the migrant program staff had an opportunity to see some of the materials other centers were using and to discuss the details such as the source of the materials, how the materials worked, etc.

Meetings were held regularly throughout the year with other agencies providing services to the migrant population. As a result of this dissemination of information among the various agencies, several major obstacles were removed, (see Exemplary Projects at the beginning of this report).

Dissemination of information was also carried out through the summer in three definite methods. SEA personnel conferred with LEA supervisors and administrators on monitoring visits; LEA supervisors and administrators held local inservice training meetings with their staff; and the Texas Cooperation Project representative conferred with LEA staff as she traveled from project to project.

X. COMMUNITY INVOLVEMENT:

Question A: Did you have Migrant parents participating in your program?

Response: Migrant parents participated in the Minnesota Migrant Program in diversified roles in line with the program scope.

Question B: Indicate the activities involved.

Response: The activities involved were as broad in scope as the program. The objective was to involve as many parents in as many activities as possible to promote a feeling of interest and an active commitment to the program.

Parents participated as cook's aides, field trip supervisors, teacher aides, fiesta organizers, advisory council members, interpreters, day care aides and volunteers.

Question C: Indicate how parents were involved in the planning of these activities.

Response: The parents were involved in the planning of the activities to the following extent: Parents on advisory councils provided suggestions for improvement or change in the program and planned to participate in Fiestas, Welcome Committees, and P.T.A. type programs.

Question D: Indicate how other volunteer help was utilized to meet the objectives of your programs.

Response: Other volunteer help was utilized in the program according to need. Volunteers from the local community helped willingly. High school students helped supervise swimming and worked as teacher aides, day care aides, field trip chaperones, and clerical aides. Other adult volunteers included Catholic nuns and interested college students.

The volunteers donated their time in all of the areas stated above and also provided referral services to other specialized agencies such as the Food Stamp Program, the State Employment Service, the hospital and other supportive services.

The volunteers helped provide supplementary strength in the academic and supportive service areas and in this manner enhanced the program beyond the limit possible with the funds available.

XI. PROGRAM EFFECTIVENESS:

Question A: Indicate migrant programs that were conducted and met with little or no success. What are your recommendations for improvement?

Response: Most of the projects showed a definite improvement in the quality and organization of their projects. This was due to improvements in the coordination of the program with other agencies, provision of an instructional model as a guide, and individual effort on the part of LEA Administrators and their staffs.

Clara City had problems with the quality of its school lunch and access to health services. Clara City was able to correct both of these problems to a satisfactory degree.

St. James changed its project funding from last year. Last year it was funded through Regular Title I reallocation funds and because of this they were able to include local eligible anglo pupils in their project. This year the local pupils were not able to participate in the program because it was funded by Title I Migrant Program funds and only migrant children were able to participate. The project supervisor stated that in the eyes of some members of the community, this made it appear that the migrant pupils were receiving special privileges and this caused the loss of considerable community support.

SEA staff discussed the situation with LEA staff at St. James and agreed that next year the project would be funded through Regular Title I Reallocation funds if at all possible. It was also agreed that the LEA staff would take a more active role in recruiting the support of the local community in the future.

There were several exceptional projects this year. Oslo was not plagued with problems this year and was able to implement an exemplary project. Owatonna and Albert Lea showed tremendous improvement in the implementation of their project models.

XII. SPECIAL AREAS:

Question A: Indicate programs that were conducted in the Vocational Education and Handicapped areas.

Response: There were no specific vocational education funded programs. However, there were various vocational courses taught at several projects. Most schools had home economics components. The home economics teachers taught pupils, teacher aides and migrant parents in courses that ranged from sewing clothes to consumer economics.

Question B: Were these new programs?

Response: Except where Home Economics is concerned, these were not new programs. Audrey Grote, State Advisory for the Home Economics Section was one of the participants at the pre-service workshop for supervisors and invited them to participate in the program. Some of the schools that had not participated in this component of the migrant program last year, decided to take advantage of the offer and implemented a component that was new this year.

XIII. CONSTRUCTION-EQUIPMENT:

Question A: If your application specified the purchase of equipment or construction, how was it used to meet your program objectives?

Response: The approval of equipment was kept to a minimum, and there was no need for construction since we were able to use local school district facilities and parochial school facilities to implement the projects.

XIV. SUPPORTIVE SERVICES:

Question A: In planning you supportive services, how much interstate planning was involved to insure proper follow-up services (i.e., health services)?

Response: Supportive services were rendered to the Title I Migrant Program in generous amounts by the State Department of Welfare, Title IV of the Social Security Act (Day Care Section); the O.E.O. Headstart Program, and various sections of the State Department of Education (School Transportation Section, School Lunch Section, Foundation Aids Section, ESEA Title II-Library Books). These supportives where also supplemented by efforts of private individuals, volunteers, church groups and civic groups. However, the degree of follow-up is unknown. We hope other states provide the same services. In the case of welfare services and health services, the individual departments have their established referral channels. Some of the interstate follow-up is done via information entered on the MSRTS form.

We have not been able to assess, for example, how many migrant pupils started dental or medical treatment in Minnesota but could not stay until the treatment was completed.

The extent of interstate planning in the area of supportive services includes the supplying of information requested in the Uniform Migrant Student Record Transfer System. This form gives the health status of each migrant student enrolled in the program. It indicates where follow-up is necessary and Minnesota has increased its efficiency in participating in this program.

XV PROGRAM INTEGRATION:

Question A: Indicate how you integrated your migrant program with the regular school program.

Response: The summer school programs for Migratory children are planned for the development of the migrant child's mental and physical abilities, so he can adequately handle problems encountered now and in the future, outside of the migrant stream. From this perspective, the integration of the migratory school program with the regular school program is that it supplements the relatively short school year program they attend in their home states and provides as much of the academic progression missed during the regular school year.

XVI STAFF UTILIZATION:

Question A: Indicate how staff members were used.

Response: Staff members were utilized in the following categories:

a. Aides - Aides were utilized as supplementary staff personnel in the following areas:

1. teacher aides
2. cook aides
3. day care aides
4. nurse aides

b. Adults: Some migratory parents were utilized as cook aides, teacher aides or migrant enrollment recruiters.

c. Volunteers were utilized as follows:

1. teacher aides
2. on advisory board
3. supervising field trips
4. day care aides
5. administrative help
6. recreation crafts
7. helpers in providing ancillary services

d. Professionals were utilized as follows:

1. administrators
2. supervisors
3. nurses
4. teachers
5. counselors

e. Staff utilization: This year (1972) in order to implement the instructional model of the migrant program, it was necessary to lower the teacher-pupil ratio through the use of two teacher aides and one teacher for each group level. The teacher aides were either directly from the migrant stream or college students who volunteered for the experience. In a few cases some of the teacher aides were high school seniors who showed an adeptness for working with children.

XVII. NEW PROGRAMS:

Question A: Indicate new programs implemented and how local effort was maintained.

Response: A new project located at Kent, Minnesota, approximately 40 miles south of Moorhead was funded this year. Although the project was small, it was necessary because it serves the small concentration of Migrant worker's children at Kent and the surrounding area. The project had been operated on a limited scale for about 20 youngsters since 1970, by Rev. Timothy Wenzel.

This year we were able to provide the vehicle for Rev. Wenzel to implement an adequate program. The teaching staff at Kent had the opportunity to participate in the in-service training program at Moorhead and the project enrollment more than doubled.

XVIII. PROGRAM CRITIQUE:

Question A: Give a general critique of the migrant program and what changes you would recommend to improve the program.

Response: There has been tremendous general improvement as indicated in the exemplary projects. The following is a list of major changes in the Title I Migrant Program. They are explained in greater detail elsewhere in this report. The major changes in the statewide program are:

a. The Instructional Model:

1. Pre-service demonstration
2. Written model guidelines
3. Model implementation
4. Model monitoring and evaluation

b. Department of Welfare - Department of Education Agreement

1. Three Area Day Care Consultants were made available to guide the Day Care Program from a baby-sitting program toward an adequate child development program.

2. Direct funding from State level resulted in more efficient coordination of Title I and Day Care projects.

c. Systematic Migrant Student Recruitment Plan:

1. Survey of 10 states provided input of new ideas systems implemented in other states.
2. Pre-service training of migrant enrollment recruiters.
3. Implementation of Systematic Migrant Student Recruitment Plan in Minnesota.

d. Title II ESEA Grants to School Districts with Migrant Projects:

1. State level cooperation with Title II Administrator.
2. Development and Dissemination of bibliography "Mexican-American Amigos" by the State Department of Education Library Section.
3. Development of a library section at each participating school with books and audio-visual materials on Mexican-American Culture, Heritage, and Language.

e. Migrant Student Record Transfer System:

1. Smoother operation
2. LEA personnel can see the benefits
3. General improvement in the efficiency of this phase of the program.

Although the Title I Migrant Program showed remarkable improvement in general, there are areas of the program that remain in need of improvement. It is impossible for the SEA staff to be everywhere at once; therefore it is the responsibility of LEA's to take the initiative in developing a school and community atmosphere that is conducive to learning. The attitude of each staff member (particularly each project supervisor and each teacher) must be free from personal prejudices and biases. The attitude of the LEA staff can be very influential in gaining community support. It is the responsibility of the LEA staff to take the initiative, as professional educators, in projecting warm and friendly attitudes toward migrant children.

Criterion Reference Testing

The educational evaluation is difficult to measure as the situation exists at the present time. Several diagnostic and standardized intelligence tests are given in addition to teacher observation and selection. However, the relatively short summer school terms (six to ten weeks long) make it difficult to measure whether any significant gains have been achieved from the beginning date of the project to the ending date of the project. Pre-tests are administered at the start of the summer school project and post-tests are given at the end of the project. The results obtained from the administration of these tests and the interpretation of the results is open to question.

There is a need to use (develop if necessary) a criterion referenced test. One of our prime objectives in 1973 will be to implement such a statewide testing program -- one that is objective and relevant to the Spanish language and Mexican culture of the client pupils.

Compliance with Office of Civil Rights

This year we had a visit by an Office of Civil Rights Team from Cleveland. This team will conduct more visits in the future to ascertain that the civil rights of the pupils are not violated through demeaning of the pupils (or a pupil's) language or ethnic groups or through intentional or accidential segregation.

The OCR Team was composed of three members (Al Sumner, Margarita Renteria and Cheri Banks) and visited five of the 14 summer school projects while they were in session. Their general evaluation was positive in their initial visit, however, they plan to visit Minnesota with greater frequency in the future. In their visits they will let us know whether or not the implementation of a project is in compliance with OCR regulations.

Migrant Student Record Transfer System

Although our terminal operator made great progress in organizing this phase of the program, the computer center at Little Rock, Arkansas broke down for four days during the peak enrollment and withdrawal season. Mr. James Cole, Minnesota's Area Supervisor, stated that the computer breakdown was due to an overload. This type of breakdown occured the last two years in a row at approximately the same time. Our teletype machine was also down for approximately 4 weeksduring our withdrawal period. Telephone repair was called and Mr. Cole was kept informed of the problems. Hopefully, our machine will be operable on a more frequent basis next year. If not, it will probably have to be replaced.

The Migrant Student Record Transfer Form seems in need of revision. The academic data is of questionable value to teachers as presently recorded; the health data is vague and code name "samex" leaves room for provable misunderstanding.

In order to implement a workable MSRTS it is necessary that these deficiencies be corrected soon in order to prevent similar shortcomings in 1973.

Moorhead's Ballooning Enrollment

The enrollment approximately doubled in size at the Moorhead Summer School Title I Project for Migrant Worker's Children. This was due to a late beet hoeing season caused by heavy rains and untillable fields. However, the problem of an increased enrollment was quickly and competently provided for by the project supervisor. The staff and instructional supplies were increased in order to accommodate the additional 200 pupils.

Pre-Service Training for Teachers

The pre-season training program of last June 8, 9 and 10 had many positive factors. However, it also had one major drawback; this was the fact that many of the teachers are also wives and mothers. It was inconsiderate of us to expect them to leave home and family for three days and three nights. The workshop was well planned and of tremendous value, but unfortunately, weariness detracted from it.

Next year there will be two separate workshops, one in the southern part of the state and one in the northern part of the state in order to allow for the 400 mile geographical distance between the northernmost project and the southernmost project.

Anticipated Enrollment at Owatonna

Owatonna had an increase in enrollment and anticipates an even greater increase for next year. Owatonna is the only project that holds its summer school classes in a Methodist Church building. The building is modern, but small and will not be adequate to handle the needs of a significant increase in the enrollment. Because the project begins in the first week in May and at this time of the year the regular classroom are already full; the Owatonna Supervisor is considering several alternatives to meet the needs of the migrant pupils.

Involvement of Regular Title I Area Directors

Title I Area Directors are in a position to do public relations work with the school districts on a year-round basis. This public relations work would be beneficial in that part of the state where enthusiastic community support is one of the major needs. This community public relations work can be augmented by an LEA staff member who has working knowledge of the migrant community, the school district and community organization work.

Possible Closing of Iowa Plant

There was speculation this summer that the sugar beet refining plant at Mason City, Iowa would be closed in 1973. If this turns out to be true, we would need to close the Title I migrant projects at Clara City, Blue Earth and St. James. It would affect St. James less than the other two projects because Tony Downs Foods at St. James employs some of the migrant workers in the area and these would not be affected by the closing down of the Mason City plant.

Need for Improved Cooperation with State Department of Health

This year we will meet again with the State Department of Health Migrant Health Unit Staff, so that we may give our input and express our concerns. This will be carried out through the Governor's Committee on Services for Migrant Workers. A member of the Governor's Staff presides over the meetings and has the authority to make recommendations to the Governor regarding this program.

Holding High Caliber Staff

If the LEA is sincere and active in projecting this image, they will not have any trouble in improving the school-community-migrant parent relationship.

Positive school-community-migrant parent relationships are of crucial importance to effectively implement a summer school project that is conducive to learning.

A more than adequate inservice training program, a well thought out instructional model, a handout with suggestions and illustrations, and adequate funding of all phases of the program, all of these positive aspects of the program are washed down the drain if the professional staff is insensitive and/or callous to the special needs of the migrant student. It is imperative that the LEA Supervisor or whoever interviews and hires the teaching staff keep this in mind. Teachers with exceptional skills are needed in order to meet the educational needs of migrants. More teachers are needed in order to maintain an adequate (low) pupil-teacher ratio.

The following characteristics should be looked for in effective teachers:

a. She is able to accept others as they are.
b. She is genuinely concerned for others.
c. She is sensitive to individual children and their needs.
d. She understands the special problems which face most migrant children.
e. She is able to communicate her concern and interest to others in the school and community.
f. She is skilled, competent and has knowledge of current research.

While it is difficult to attract bilingual teachers in quantities, it is desirable to include as many Spanish-English bilingual teachers as possible in each project staff.

Teachers with training in remediation and diagnosing special learning difficulties should also be given top priority in the hiring of LEA Project Staff.

In order to attract and hold high caliber teachers, LEA's should allow for adequate salaries, professional satisfaction, the opportunity to do significant and first rate work. Availability of adequate facilities, supplies and materials are also important factors in holding a high caliber staff. Teachers should also receive recognition and appreciation for their contribution and they should be involved in decision making to establish educational improvements.

Most of these items are implemented at most of the summer school projects, however, it is helpful to remind everyone so that this phase is not taken for granted by those who are already implementing these policies. This should also serve as a reminder to those LEA's who are lax in this area.

APPENDIX

A. Figure #5 — Exemplary Project #1 - Systematic Recruitment of Migrant Children in Minnesota:

Introduction

Chart: Methods of Enumeration of Migrant Children for 10 States

Letters: Responses from 10 Helpful People

Bus Routes (Halstad Minnesota Project is a typical example of how the project was field tested)

Map (Halstad Recruitment by township and section; bus routes planned from this data)

Halstad Project (Enrollment by bus route)

Halstad Project Enrollment by grade level

NOTE: Data on pages is used to compare the number of migrants living in the project area and the number of migrant children actually participating in the project. If you have an organized recruitment program, these figures should be very close.

B. Figure #6 — Information for Title I Migrant Summer Schools (Instructional Model)

C. Figure #7 — State of Minnesota Department of Education School Library Unit "Mexican-American Amigos", Materials for Elementary and Junior High Schools.

D. Figure #8 — The Six Main Components of the Migrant Program in Minnesota (see page 13)

E. Figure #9 — Pictorial Story of a Migrant Project in Minnesota:

a. Photo of dental screening
b. Photo of audio screening
c. Photo of woodwork class
d. Photo of sewing class-consumer economics
e. Photo of swimming pool
f. Photo of library
g. Photo of special learning centers

EXAMPLARY PROJECT #1

INTRODUCTION

In the spring of 1972 we wrote to several State Commissioners of Education to determine what systems they used in enumerating the migrant children for recruitment.

Copies of the reply letters are enclosed under "Methods of Enumeration of Migrant Children for 10 States" (figure #5).

We saw the need to develop our own systematic recruitment system. This system would have safeguards against the possibility of overlooking pockets of migrant pupils. It would also eliminate the possibility of over-lapping bus routes between centers.

The project was simple:

1. Obtain a copy of the licensed migrant worker camps from the State Department of Health.
   a. The camps are listed by county, township, section and number of occupants.
2. Hold Inservice Training Sessions for all 14 project migrant enrollment recruiters, train them on how to locate the camps on a county map and set up boundaries of each center.
3. Have each migrant recruiter visit the camps in his boundary area and locate the migrant pupils.
4. Explain the summer school program to the parents and let them know the time the school bus will arrive.
5. Plan routes that will keep the children on the bus less than one hour.

Halstad was selected as a typical example of how the project was field tested.

Figure #5

METHODS OF ENUMERATION
OF MIGRANT CHILDREN
FOR 10 STATES

	Illinois	Pennsylvania	Colorado	Connecticut	California	New York	Oregon	Indiana	Washington	Ohio
H.E.W. Ethnic Enrollment Direct.	XX									
Council of Churches-Migrant Cou.	XX									
Liscensed past 2 yrs. & current yr. State Health list Migrant Camps	XXX					XXX				XXX
County Profile of Agricultural Migrant Workers	XXX									
State Department of Child and Family Services	XXXX									
Special State Survey Consultant (Full time)	XXXX			XXXX						
State Department of Labor		XXX				XXX		XXX		XXX
State Department of Welfare		XX								
Migrant Record Clerk			XXX				XX			
Outreach Family Contact Rep.			XX		XX		XX	XX	XX	XX
Part Time Area Supervisors			XXX							
Board of Cooperative Educational Services						XXX				
Growers						XX				
Migrant Service Center							XX			
Statewide Inservice							XX			
School District Quarterly Report									XXX	
Certificate of Eligibility									XX	

Examplary Project #1

Letter of Inquiry

We have a picture of how other states were going about recruiting their enrollment.

The following letters are examples of enrollment recruitment of migrant worker's children in several other states.

We feel indebted to the many excellent responses and kind words of encouragement we received from many kind people in other states. They opened our eyes!

State of Illinois
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706

Michael J. Bakalis
Superintendent

March 16, 1972

Mr. Rogelio H. Villa
Migrant Consultant
State of Minnesota
State Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Villa:

The State of Illinois has recognized the difficulty in accurately obtaining data on migrant children and has approached the problem by employing a special consultant whose sole responsibility has been to conduct an extensive State survey. Since December 1971, our consultant has personally contacted Superintendents of Educational Service Regions and local district superintendents whom they recommended, visiting areas expressing need. Special attention was given areas which were determined likely to have migrants by certain indicators. Our consultant selected these areas after examining in detail such references as: 1) U. S. Department of Health, Education and Welfare directories of school enrollment and staff by racial and ethnic group, 2) Illinois Council of Churches list of active Migrant Councils, 3) Illinois State Department of Health list of licensed migrant camps for the past two years and the current year, 4) County Profile of Agricultural Migrant Workers in Illinois, prepared by the Illinois Commission on Children, and 5) information obtained from staff members of the Department of Child and Family Services and other agencies working with migrant families.

Our consultant noted such particulars as arrival date, length of stay, area of origin, type of work, number of family groups, number of children eligible for migrant programs, future destination and particular educational needs of the children.

With this information I feel that we are better equipped to plan for our future migrant programs in Illinois. I appreciate receiving your letter and would be extremely interested in learning how you are meeting the task of locating migrant children in Minnesota. If you have any surveys or other materials which you feel have been effective, we would certainly appreciate your sharing them with us. These materials may be sent directly to Mr. Aurelio "Larry" Jazo, Assistant Director for Bilingual-Migrant Education, Office of the Superintendent of Public Instruction, 1020 South Spring Street, Springfield, Illinois 62706. Again, thank you for your letter and your interest in our approaches to this important task.

Sincerely yours,

Michael J. Bakalis

Michael J. Bakalis
Superintendent

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

March 16, 1972

Mr. Clyde O. Bezanson
Title I Assistant Administrator
Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Bezanson:

Secretary Pittenger has referred to me for response your letter of February 21, 1972, wherein you request certain information regarding data on migrant children.

We, too, have experienced considerable difficulty in locating the migrant children as they accompany their parents or guardians to Pennsylvania. The majority of migrants are in the state primarily during the summer months; thus, regular school year compulsory attendance laws are not applicable and home school visitors employed during the regular school year can lend little assistance in locating migrant children during the summer months. However, in cooperation with the State Departments of Health, Welfare and Labor and Industry, each of which has impact into migrant camp inspections, exchange of numerical data regarding school-age children are conveyed to the Department of Education. From all available information, it appears that we are serving the majority of migrant children in our summer migrant educational programs. In addition, the Migrant Ministry, a branch of the Pennsylvania Council of Churches, has provided valuable assistance to us in locating school-age migrant children.

The above constitutes our main data location source for migrant children. If your state has some unique means for obtaining data, we would very much appreciate your sharing them with us.

Please feel free to contact me if I may be of additional assistance to you in our mutual concerns about the education of migrant children.

Sincerely yours,

Joseph E. Dunn

Joseph E. Dunn
Migrant Coordinator
Division of Development
Bureau of Curriculum
Development & Evaluation

cde

COLORADO DEPARTMENT OF EDUCATION
State Office Building, 201 E. Colfax
Denver, Colorado 80203
Telephone (303) 892-2211

Donald D. Woodington, *Commissioner*

Migrant Education Program
303 892-2234

March 9, 1972

Mr. Clyde O. Bezanson
Assistant Administrator
Title I Migrant Program
Department of Education
Capitol Square
St. Paul, Minnesota 55101

Dear Mr. Bezanson:

We require all LEA's participating in Colorado's Migrant Education Program to employ a Migrant Record Clerk and Family Contact Representative, and it has worked very well for our state in the enumeration of migratory children.

The record clerk is responsible for collecting all necessary data and submitting it to the terminal. The Family Contact worker serves as a liaison between the local school and the migrant community. This person also identifies and recruits migrant children for the local program.

Another approach we are implementing is the hiring of two part-time supervisors to serve our two terminals and direct a local migrant program. These persons will serve as a liaison between the terminal and the LEA's, will supervise the terminal operation, and provide in-service training for LEA's that the terminal serves.

I hope these techniques which we have found useful will be of help to you. If we can be of further assistance, please contact us.

Sincerely,

Ernest Maestas

Ernest Maestas, Consultant

cc: Dr. Woodington Dr. Beck Mr. Rogelio H. Villa

STATE OF CONNECTICUT

STATE DEPARTMENT OF EDUCATION

Box 2219 — Hartford, Connecticut 06115

566- 4382

March 9, 1972

Mr. Rogelio H. Villa
Migrant Consultant
Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Villa:

In response to your letter of February 21, 1972, let me inform you that Connecticut uses a full-time recruiter to identify migrant children. In addition, we hope to secure some information about migratory children from the computer in Little Rock. If you find a solution to this identification problem, let me know.

Sincerely yours,

Alexander J. Plante, Chief
Bureau of Compensatory and Community
Educational Services

AJP:j

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 8, 1972

Mr. Clyde O. Bezanson
Title I Assistant Administrator
State Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Bezanson:

Your letter dated February 21, 1972, addressed to Dr. Riles, Superintendent of Public Instruction for California, requesting information on the identification of migrant children, has been referred to me for reply.

In California we have found that community aides and other community liaison personnel have been extremely valuable in locating children of migrant agricultural workers. These people are normally recruited from the migrant population or groups having strong positive contacts with migrants. The aides or liaison persons are employed by the migrant program and work in cooperation with the schools, as well as with migrant parents.

Once children have been identified as belonging to the migrant population the necessary identification data is obtained and transmitted to the National Record Transfer System in Little Rock, Arkansas. Children who have been previously enrolled in participating schools have a file in the Record Transfer Depository which is immediately transmitted to the school. Where children have not been previously identified as migrants, a record is begun. Since the National Migrant Record Transfer System is nationwide, records are very frequently available from other states as well as from other districts within the State.

You refer in your letter to organizing a system for the census of migrant children. I am not sure that what I have described would be entirely satisfactory in making such a census, but perhaps will be of some use as you design it. We are continuing our research in this general area and are optimistic of eventually developing a system that will make it possible not only to count children but to provide us with the necessary information to develop effective instructional programs.

Sincerely,

Leo R. Lopez, Chief
Bureau of Community Services
and Migrant Education
Division of Compensatory Education

LRL:rbj

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
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March 8, 1972

Mr. Rogelio H. Villa, Migrant Consultant
State of Minnesota Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Villa:

I'm writing in response to your letter to Commissioner Nyquist requesting techniques that we have found useful in New York State in the enumeration of migratory children.

We have had a couple of special studies done by Boards of Cooperative Educational Services in their respective districts which usually encompass many school districts. In these particular studies a person is hired to actually canvas each school district and ferret out all migratory children. They get information as to the probable location of camps and residences of migrants from the local school districts, county health departments and departments of labor.

We are thinking of possibly duplicating this technique in other BOCES centers in the state where there are migrant families. This person could then assist in registering the children in the national transfer record data bank. It's unfortunate that there isn't some means of transferring information on the transfer record from sending states to receiving states as to location of migrant children. Possibly this procedure wouldn't be practical because not all migrant children know their destination when they leave one school and head for another.

The technique that is most successful for our local school districts is one that is cooperative in nature. In other words the school (school nurse or home-school liaison person) is notified when migrants arrive. The person that notifies them is either a grower or his wife, a health department employee, a community action program person or a crew boss. This seems to be the most effective technique at the local district, however, children can be missed.

Another thing that helps us is a listing of all migrant camps in New York State which denotes owner and location. This is produced by the New York State Department of Health.

The State of New York - Department of Labor sends us copies of migrant labor registration certificates that they process. Once again these are helpful in locating children.

I hope that I have been of some assistance.

Sincerely,

Herbert S. Gaige

Herbert S. Gaige, Associate
Bureau of Migrant Education

HSG:bm

OREGON
BOARD OF EDUCATION

MAR 3 1972

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February 29, 1972

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Mr. Rogelio H. Villa
Migrant Consultant
State of Minnesota
Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Villa:

Your letter to Dr. Dale Parnell regarding identification of and obtaining data on migrant students has been referred to my desk for reply.

We can appreciate the difficulty you are experiencing, to a degree, this applies to Oregon and all other states serving migrant students.

We feel we have made considerable progress in both identifying the eligible migrant students and obtaining specific data on all migrant children ages 5 through 18. We do, however, appreciate that there are school-age migrant children in Oregon that we have not identified. This will no doubt always be true, but we are making a dedicated effort to make our census complete.

The processes that we have found to be most effective are:

1/ In each area in which there are Title I, Migrant Amendment funded programs, we have employed from one to three home-school consultants. One of the primary responsibilities of these consultants is to identify, recruit and obtain pertinent data on the school-age migrant students. For the most part, these consultants are representatives of the target group.

2/ The staff of the Migrant Education Service Center has the responsibility of working with the home-school consultants, of the project schools and, also, working with the administration and the counselors of the non-project schools to train and assist them in identifying migrant school-age children.

3/ Through in-service programs and statewide and regional workshops, we have worked with school administrators, clerks and other staff members, training them in the philosophy and processes of the Migrant Student Record Transfer System.

4/ At least once each week the terminal operators of the MSRTS call the clerks or secretaries of all districts in which we feel there is a possibility there may be eligible migrant students. The purpose of the calls is to obtain information regarding new enrollments or withdrawals.

5/ Presently we are considering conducting an independent survey of two or three selected areas in the state. The survey will be to identify all school-age migrant students in those areas. After the survey, we shall compare the numbers identified with the number of MSRTS records for that area. If the two sets of data have a favorable coordination, it will indicate that our MSRTS data is reasonably correct, if not, it will suggest to us that we should conduct an independent survey of the entire state.

We hope this information will be of some value to you. If you should desire additional information, please advise.

Cordially,

Elton D. Minkler
Coordinator
Migrant Education

EDM:dw

cc: Dale Parnell
Gilbert Anzaldua

STATE OF INDIANA

INDIANAPOLIS 46204

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
John J. Loughlin, Superintendent
ROOM 229 - STATE HOUSE
AREA CODE 317 - 633-6610

February 29th, 1972

MAR 7 1972

Mr. Rogelio H. Villa
Migrant Consultant
State Department of Education
Capitol Square, 550 Cedar Street
St Paul, Minnesota 55101

Dear Mr. Villa:

The U.S. Commissioner of Education will accept only the figures of the Department of Labor on migratory workers. For that reason we use the Farm Labor Division of the Indiana Employment Bureau as the source of our statistics.

We know that these figures are incorrect, and have been criticized by the U.S.O.E. for "depending heavily on the Department of Labor statistics", although the U.S.O.E. will accept no other figures.

The Farm Employment Division statistics say there are right at 12,000 contracted workers each year. This has not varied 5% in the past eight years. Two years ago a survey was made of growers to ascertain the number of non-workers in the camps. They came up with a figure of 1.3 non workers (women and children) to each worker. So we come up with a total figure of around 25,000 persons. We make an educated guess of 5,000 school age children. These are all gross figures.

School personnel visit the camps and the camp operators each year in every school district where there are migrant children. This is one of the best sources of information, though time consuming.

I am sorry we cannot be of more help, as we also have problems, especially with enumerating "settled out" migrants.

Sincerely yours,

Dr. Fred A. Croft, Supervisor
Migrant Education
108 State Office Building
100 North Senate Avenue
Indianapolis, Indiana 46204

FAC:ab

STATE OF WASHINGTON

Superintendent of Public Instruction

MAR 7 1972

LOUIS BRUNO
STATE SUPERINTENDENT

P. O. BOX 527
OLYMPIA 98501

March 1, 1972

Mr. Rogelio H. Villa
Migrant Consultant
State Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Villa:

This is in response to your letter of February 21 to Mr. Bruno regarding the counting of migrant children.

I am not sure that we are going to be able to help you very much, as we are experiencing some difficulty in obtaining data also. We have just recently identified a need priority of identifying migrant children and will be making some kind of an assessment through the summer and early fall. So far, of course, we are using the Interstate Record Transfer System, which gives us an accurate count of all the children who actually participated in our programs. We also, periodically, through quarterly reports, get information from each school district regarding their estimates of the number of children in the district and not being served by the migrant education program. These, at best, are good guesses. We are meeting the Federal Government's requirement of getting a certificate of eligibility from every migrant family. This is a requirement of the Title I Migrant programs. Beyond that, we have no better solution.

Thank you.

Sincerely yours,

DIVISION OF CURRICULUM
AND INSTRUCTION

James O. Click

James O. Click
Supervisor of Migrant Education
Grants Management Section

JOC:et

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

R. A. HORN, DIRECTOR
DIVISION OF FEDERAL ASSISTANCE
TITLE I
ADULT BASIC EDUCATION
MIGRANT PROGRAMS
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

March 1, 1972

Rogelio Villa, Migrant Consultant
Minnesota Department of Education
Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Villa:

Your letter of February 4 to Dr. Essex has been given to me for reply.

We too have experienced problems in obtaining data on migrant children. The approaches that have been found to be most successful include the following:

1. The majority of local schools employ home-school liaison personnel who visit the camps and work with the parents and crew leaders in the collection of data. Frequently the schools employ a bilingual person to perform this service. This approach appears to be the most successful.

2. The other approach that has been somewhat successful has involved working with the Farm Placement Division of the Bureau of Employment Services, the various county health departments and the county extension agents in the collection of information.

I hope this information will be of assistance to you.

Sincerely,

James W. Miller, Section Chief
Special Programs

JWM/nag

Examplary Project #1

Licensed Migrant Camps

This is an updated list of licensed migrant camps with the number of children at each camp.

The location of each camp is given by Township and Section. The project enrollment recruiters were trained to use this data to locate the camps on a map.

After all the camps were located on the map, they were all systematically visited to determine whether they were being occupied in 1972.

The Halstad Migrant School is a typical example of an updated list. The original list of licensed camps was much larger.

HALSTAD MIGRANT SCHOOL

Norman County Camps - 1972

Name	Twp. & Section	Children
Anderson, Virgil; Ada	McDonaldsville 33	7
Arneson, Raymond; Halstad	Halstad 31	1
Aronson, Maurice; Halstad	Hendrum 5	6
Baker, Kenneth; Ada	McDonaldsville 4	4
Baker, Leo; Ada	Pleasant View 27	
Baker, Ronald; Ada	McDonaldsville 12	
Blasey, Arnold; Ada	McDonaldsville 12	3
Blasey, John; Ada	McDonaldsville 11	1
Borgen, Bertrand; Perley	Mary 31	13
Brohaugh, Hubert & Weldon; Shelly	Shelly 32	
Carlson, Burdeen; Halstad	Anthony 29	3
Engelstad, Oscar; Nielsville	Shelly 5	
Geddes, Ordean; Ada	Pleasant View 30	1
Gilbertson, Howard; Shelly	Shelly 20	1
Gilbertson, Jarl; Ada	McDonaldsville 26	
Heitman, Howard; Ada (with Geddes)		
Helland, Donald; Hendrum	Lee 9	4
Hellerud, Lester; Ada	Anthony 27	2
Henderson, Harris; Halstad	Halstad 22	6
Hovden, Earl; Ada	Lake Ida 15	2
Hopwood, Charles; Ada	McDonaldsville 25	6
Huseby, Arling; Halstad	Halstad 34	2
Jacobson, Curtis; Ada	McDonaldsville 2	4
Jacobson, Maurice; Ada	McDonaldsville 10	
Jenson, Carl; Ada	McDonaldsville 26	5
Kitchell, Charles; Ada	McDonaldsville 29	1
Kitchell, Roy; Ada	McDonaldsville 7	5

Krogstad, Colin; Perley	Lee 30	4
Krogstad, Donald; Ada	McDonaldsville 36	1
Kroshus, Robert; Perley	Mary 20	3
Larson, Glenn; Ada	McDonaldsville 21	
Lee, Erling; Shelly	Shelly 20	8
Malme, Kenneth; Shelly	Shelly 18	7
Malme, LeRoy; Shelly	Shelly 14	
Mjolsness, Clayton; Perley	Lee 11	
Nelson, Lloyd; Halstad	Anthony 20	
Ness, Cyrus; Halstad	Hendrum 1	
Ness, Donald; Ada	Pleasant View 22	1
Ness, Dwain; Ada	Hegne	4
Olson, Arthur; Halstad	Anthony 24	
Olson, Wallace; Halstad	Halstad 27	2
Opgrand, Carl; Halstad	Halstad 5	
Peterson, James; Ada	McDonaldsville 15	3
Sorenson, Oliver; Ada	Hegne 12	5
Storsved, John; Hendrum	Hendrum 22	3
Strand, Tilford & Silas; Ada	Lake Ida 19	
Strand, Thomas; Perley	Lee 28	
Underlee, Carl; Hendrum	Hendrum 11	
Visser, Paul; Ada	Hegne 24	3
Weber, Leo; Borup	Winchester 31	5
Wiese, Glenn; Halstad	Halstad 35	14
Williams, John; Halstad	Halstad 7	3

Polk County

Brekke, Robert; Nielsville	Hubbard 19	
Chandler, Adrian; Nielsville	Hubbard 20	3
Morken, Theodore; Climax	Hubbard 8	6
Spokely, Francis; Nielsville	Hubbard 21	5

Clay County

Kragness, A.O.; Georgetown	Georgetown 7	6
Mjolsness, Alton; Borup	Felton 20	3

North Dakota

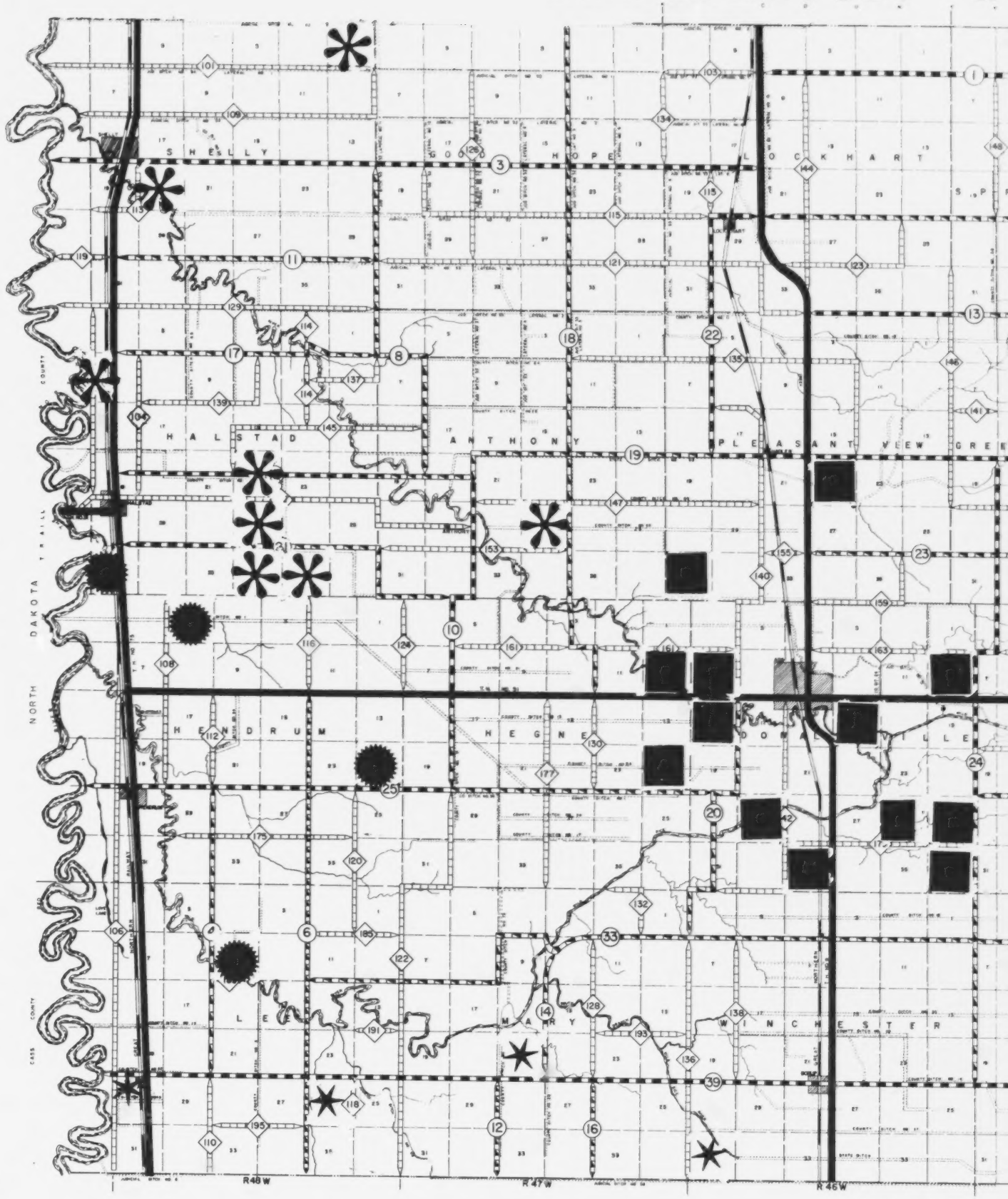
McAndrew, Jim	1
Abentroth, Earl	3

Examplary Project #1

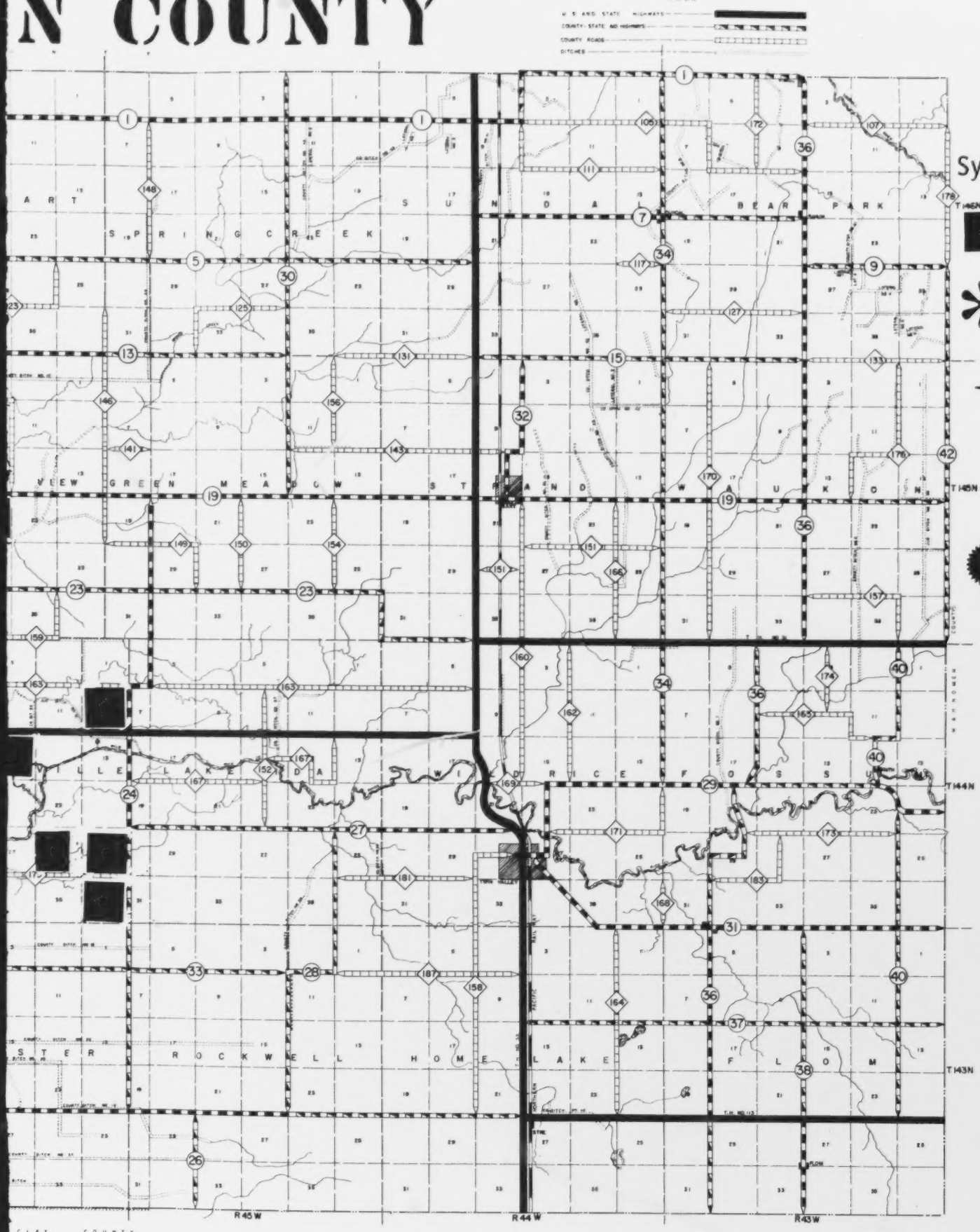
Map of Bus Routes

Sample map of Norman County showing the location of the migrant worker's children by township and section. It also shows four bus routes used in 1972.

NORMAN C


SHELLY
HOPE
HALSTAD
ANTHONY
HENDRUM
HEGNE
MARY
R48W
R47W
R46W
NORTH DAKOTA
CASS COUNTY
CLAY COUNTY

N COUNTY



Symbol Key:

- Bus #1
- Bus #2- goes in to Polk County.
- Bus #3- stops in town of Perley, goes in Clay Co
- Bus #4- 3 stops in town of Ada, 2 stops in town of Halstad.

Examplary Project #1

Names of Children Bused

This shows a systematic breakdown of growers, migrant families and the number of children served by each bus route.

Names of Children Bused

Halstad School

Beverly Deitz
Bus No. 1

Grower	Migrant Family	No. of Children
Charles Kitchell	Baldeman Olvers	1
Virgil Anderson	Pedro Jaime	7
Carl Jenson	Eleazar Garza	5
Earl Houder	Justo Orozco	2
Don Krogstad	Jesus Marichlar	1
Charles Hopwood	Miguel Cantu	6
Arnold Blasey	Paulino Luna	3
James Peterson	Isidro Martinez	3
Howard Heitman	Melchor Esquivel	1
Roy Kitchell	Cayetano Gallegos	5
	Jesus Sanchez	1
Oliver Sorenson	Cipriano Zambrano	5
Paul Visser	Consepcion Martinez	3
Dwain Ness	Lucas Olvera	4

Irene Christianson
Bus No. 2

Grower	Migrant Family	No. of Children
John Williams	Israel Bustos	3
Erling Lee	Lupe DeLaCruz	6
	Eustolia Flores	2
Howard Gilbertson	Heriberto Alejandro	1
Ken Malme	Servando Alejandro	7
Francis Spokely	Miguel Carreon	5
Earl Abentroth	Ricardo Garcia	2
	Manuel DeLaGarza	1
Ted Morken	Salvador Perez	2
	Esperanza Perez	1
	Pedro DeHayos	3
Bud Chandler	Fidel Cantu	3
Wally Olson	Raul Martinez	2
Harris Henderson	Mauro Bustamante	4
Lester Hellerud	Andres Villareal	2
Glenn Weise	Genaro Alvarez	8
	Julio Beltran	4
	Carmen Lugo	2
Arling Huseby	Remigio Guerra	2

Arling Huseby
Bus No. 3

Grower	Migrant Family	No. of Children
Bert Borgen	Epifanio Reyes	5
	Anastacio Reyes	8
Bob Kroshus	Onisimo Villareal	3
Leo Weber	Gregorio Martinez	5
Alton Mjolness	Lino Acevedo	3
A.O. Kragnes	Herminio Torres	6
Colin Krogstad	Pedro Lopez	4
Jim McAndrew	Jose Faz	1

Martin Hawkins
Bus No. 4

Don Ness	Jose Gonzales	1
Ken Baker	Manuel Saldana	4
John Blasey	Ines Cantu	1
Curtis Jacobson	Rudolfo Gutierrez	2
	Roberto Gutierrez	1
	Otilac Guerra	1
Harris Henderson	Ricardo Contreras	
Burdeen Calrson	Horacio Salinas	3
John Storsved	Florentino Cavazos	3
Don Helland	Felix Marichlar	4
Morris Aronson	Sam Galvan	2
	Natividad Borgus	1
	Pedro Ruiz	3
Ray Arneson	Thomas Garcia	1

Examplary Project #1

Enrollment by Grade Level

This shows the school enrollment by grade level. The total number of children listed in this report should match the total number of children on all four bus routes.

NOTE: To measure your recruiting efforts take the total number of children in the area you are serving and compare this figure to your bus route totals and double check your figure with the enrollment totals. This system will show you:

1. Where the migrant children live in the area a project serves.
2. How many migrant children live in the project area.
3. How many of the migratn children that live in your project area are actually enrolled in your project.
4. If the number of migrant children living in the project area is very large in comparison to the number of migrant children enrolled in the project you have a recruitment problem on your hands.
5. Whether there is any overlapping of bus routes with projects close by.
6. Whether there are any gaps or isolated groups of migrant children living between two project areas and not being served by either one.

Halstad's Enrollment by Grade Level

Day Care Center Enrollment

Alejandro, Arturo
Alejandro, Gloria
Alvarez, Alfredo
Alvarez, Geriaro
Baltran, Josephine
Bustos, Blanca
Bustos, Robert
Cantu, Daniel
Cantu, Eva
Carreon, Juan Carlos
Carreon, Noeme
Gonzales, Ubaldo
Gutierrez, Rachel
Gutierrez, Rudy
Jaime, Jolanda
Lopez, Juan
Lugo, Ruth
Marichlar, Rene
Marichlar, Rueben
Martinez, Consepcion
Martinez, LuzMarie
Martinez, Michael
Martinez, Raul
Perez, Amaro
Perez, Salvador
Reyes, Juan
Reyes, Lydia
Reyes, Maria
Ruiz, Alberto
Sanchez, Naomi
Torres, Maria
Villareal, Rene

Headstart Enrollment 3&4 years

Acevedo, Teresa
Alejandro, David
Alejandro, Griselda
Alvarez, Maribel
Beltran, Belinda
Bustamante, Daniel
Bustamante, Mauero
Bustos, Israel
DeLaGarza, Ann Marie
Gutierrez, Robert
Jaime, Lucinda
Jaime, Pedro Jr.
Marichlar, Jesus
Perez, Maria
Reyes, Jerry
Saldana, Cynthia
Torres, Joe
Zambrano, Noe

Headstart Enrollment 5 years

Acevedo, Adam
Cantu, Angie
Cavzos, Raul
DeHayos, Maria
Gallegos, Angelo
Garcia, Holly
Guerra, Raul
Jaime, Veronica
Reyes, Guadalupe
Reyes, Sanjuanita
Salinas, Inez
Torres, Herminio

Level A

Acevedo, Sylvia
Cantu, Sylvia
Carreon, Lupe
Contrera, Arthuro
Flores, Martin
Garza, Albesa
Garza, Iris
Jaime, Leticia
Lopez, Robert
Luna, Debra
Martinez, Gilbert
Martines, Martin
Orosco, David
Reyes, Anastacio
Reyes, Jose
Reyes, Wally
Ruis, Cynthia
Ruiz, Pedro
Saldana, Sulema
Torres, Margaritta
Villareal, Irma
Zambrano, Berta
Zambrano, Elias

Level B

Alejandro, Luz
Beltran, Leticia
Cavazos, Veronica
DeHaoys, Miguel
Gallegos, Veronica
Guerra, Dora
Jaime, Olga
Lugo, Gloria
Luna, Rosey
Marichlar, Griselda
Martinez, Odalia
Olvera, Tony
Orosco, Alberto
Salinas, Maria
Villareal, Irene

Level C

Alejandro, Carmen
Alvarez, Marcelino
Bustamante, Patricia
Cantu, Eddie
Cantu, Lucy
Cantu, Maribel
Cavaroz, Ruben
DeLaCruz, Joseph
Esquivel, Quirino
Gallegos, Cayetone
Garza, Maria
Guerra, Rolando
Jaime, Norma
Lopez, Carlos
Martinez, David
Reyes, Antonio
Reyes, Hermelinda
Saldana, Juan
Villareal, Isabel
Zambrano, Maria

Level D

Alejandro, Cecilia
Alejandro, Servando
Alvarez, David
Beltran, Fernando
Carreon, Martin
Contreras, Sandra
Faz, Elizabeth
Gallegos, Maria
Galvan, Abraham
Garcia, Arnold
Garcia, Linda
Marichlar, Jose
Martinez, Rachel
Martinez, Richard
Olvera, Oscar
Reyes, Jose
Saldana, Anita
Salinas, Martha
Torres, Veronica

Level E

Alvarez, Andres
Alvarez, Irene
Alvarez, John
Bustamante, Cynthia
Cantu, Maria
Cantu, Mike
Cantu, Eleazar
Cantu, Wally
Carreon, Mireya
DeLaCruz, Esther
DeLaCruz, Lupe
DeLaCruz, Norma
DeLaCruz, Olga
Flota, Rose
Galvan, Rudolfo
Garza, Casimera
Garza, Eleazar
Lopez, Lupe
Luna, Susan
Martinez, Diana
Martinez, Lorenzo
Martinez, Rebecca
Olvera, Lucas
Olvera, Richardo
Olvera, Ruben
Reyes, Delores
Torres, Griselda
Villareal, Israel
Zambrano, Gilbert

FIGURE NUMBER 6

INFORMATION FOR TITLE I MIGRANT SUMMER SCHOOLS

During the Migrant Summer School sessions this year we would like you to adopt a variety of methods and organizational patterns that may make learning more interesting and meaningful for both you and the students and the rest of the staff participating in the Title I Migrant Project. Some of you have used some of these ideas in your past projects. Hopefully, there may be some new suggestions here for your consideration and implementation in this year's Summer School.

In no case, should any Title I Migrant Summer School be operating with a traditional pattern of school organization and curriculum, where 20+ children sit row-by-row and all follow the same page in the same textbook. These programs must be individualized to meet the needs of the Migrant youngsters at their own levels of ability. (We hope to provide enough material for you to understand basic patterns of organization and curriculum in building individualized programs at your various Migrant Centers).

As you plan your programs please consider different ways to group these youngsters this summer:

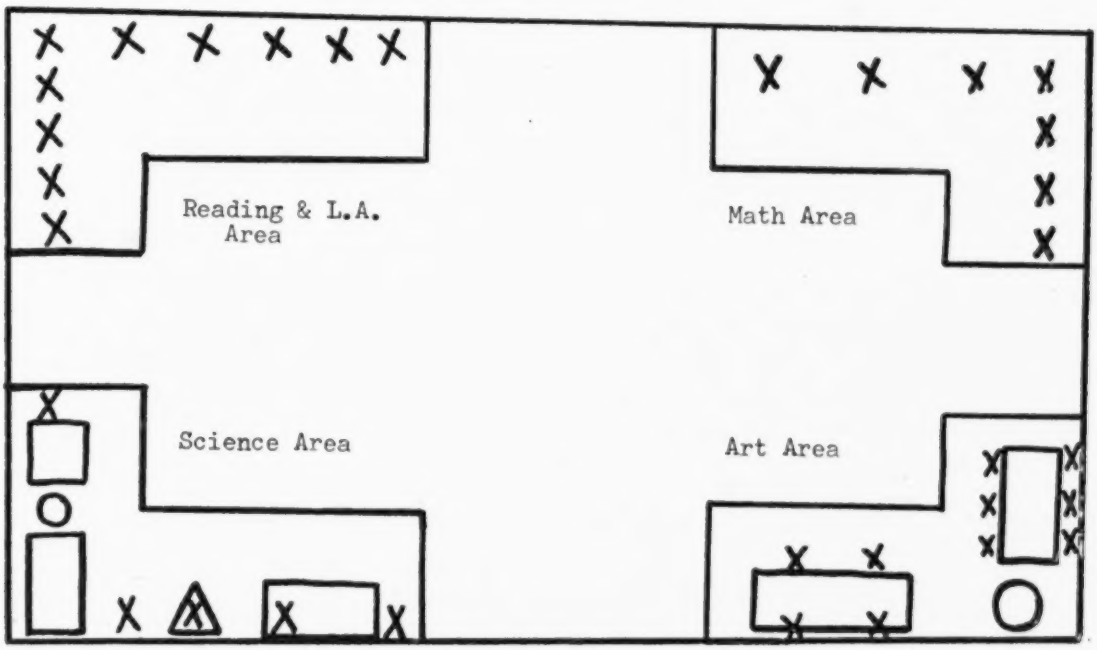
Multi-age, multi-level groupings, like grades 1, 2 & 3 together and 4, 5 & 6 together so older children can work with younger children.

Keep 2 or 3 families of children together (if they total about 12 or 15 children). Maybe these children would feel more comfortable learning with their own brothers and sisters in the same classrooms (?)

Put grades 1 and 2, 3 and 4, and 5 and 6 in classrooms together so there are double grades in a room.

PHYSICAL PLANT ORGANIZATION - LEARNING CENTERS

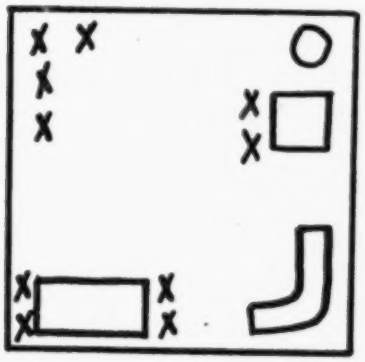
A classroom with Various Subject Matter Areas.



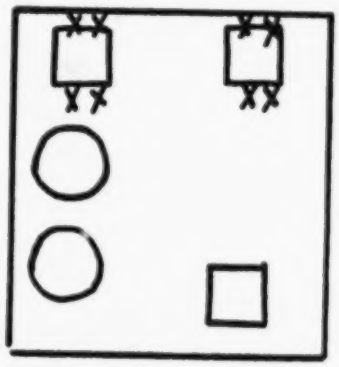
Arrange the classroom so there is considerable space for movement within the room so pupils and teachers can shift places and subjects rather easily. The arrangement of the room will depend on the furniture available and the type of curriculum plan you choose to employ. Signs, charts, labels, equipment and materials in the various areas should readily identify the subject matter concentrated there.

Using the gym and dividing it into various learning areas also is a possibility.

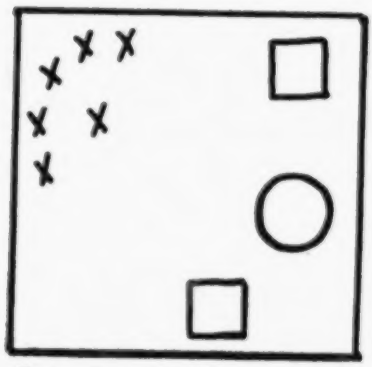
A school building with various subject matter rooms.



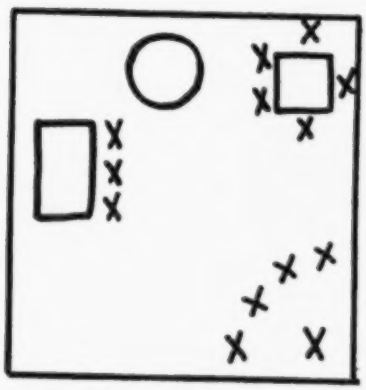
Room 1 - Math for Primary Level



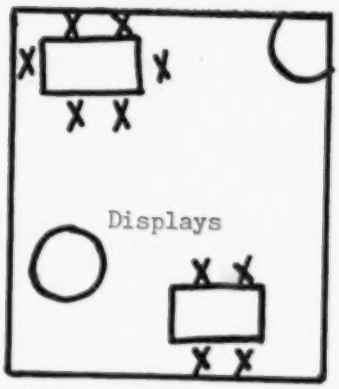
Room 2 - Math for Intermediate Level



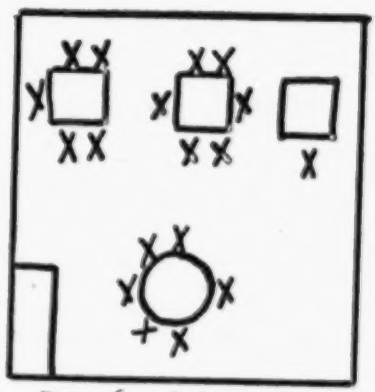
Room 3 - Reading & L.A. for Primary Level



Room 4 - Reading & L.A. for Intermediate Level



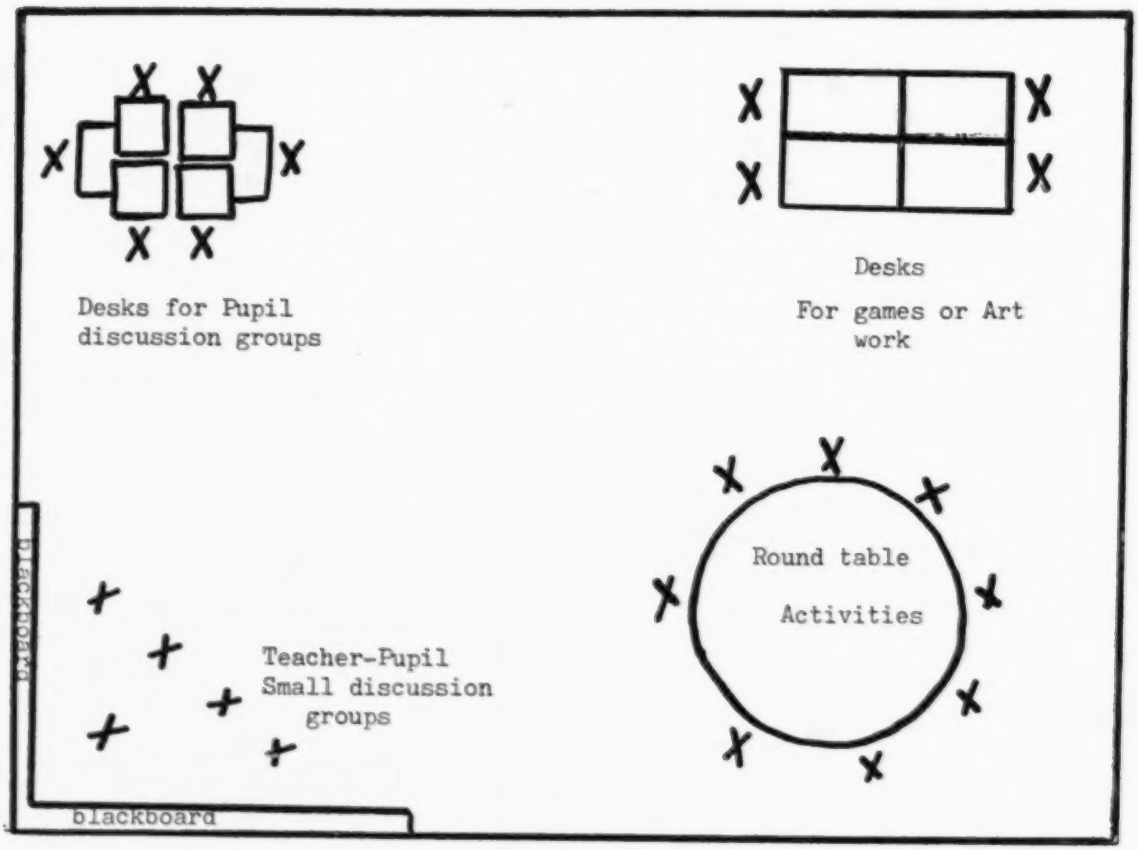
Room 5 - Art Room for All Levels



Room 6 - Science Room for All Levels

Perhaps arranging 6 or 8 rooms in a school by subject matter at primary and intermediate levels would be interesting and economical. Materials and equipment for appropriate subjects and levels of ability could then be pooled and used at various times throughout the day. Other rooms may be needed or maybe just one room for each subject (for the smaller enrollment projects) may be needed.

A classroom with Conventional Desks and furniture rearranged for learning with various subject matter areas.



Regardless of the classroom pattern, a successful program will require capable and creative teams of classroom teachers and teacher aids. Who is hired and how they work together for the benefit of the child are vital factors to consider when you are planning and operating the project. Those persons unwilling or unable to try new ideas should not be considered for employment.

SOME IDEAS TO DISCUSS WITH YOUR TITLE I
MIGRANT SUMMER SCHOOL STAFF

1. Each day when children come to school they should be somewhat responsible for their own learning and intellectual development and have some choice in what and how they wish to learn that day. Build into your curriculum, procedures that develop responsibility in the children for their own learning and for the smooth operation of the program, e.g.:

   A. Each day when the child comes he indicates he is present by putting name cards in pocket charts or use some other obvious device so the teacher can see the name and the child helps take attendance that day.

   B. The first ½ hour or 45 minutes of the day have meaningful game-type learning activities (Lotto, Lyons and Carnahon Reading games, SRA Math and reading games).

   C. The last period of the day, have a motivating device or game or similar plan to give them a real reason to come back to school the next day.

   D. With older students, work out learning contract on meaningful projects and offer some incentives and rewards to complete a contract. All students should share somehow in the planning and operation of the daily program.

2. The important point to remember is that there must be plenty of meaningful activities planned for each period of the day. Learning should be a pleasurable experience and need not result from pressure to conform or from fear of authority. Remember these children are away from their own familiar surroundings and friends and are very vulnerable to all kinds of self-doubts and insecurities. We need to make them feel welcome and above all safe and happy to be with us at school. Helping them acquire basic educational skills is a parallel to our helping them acquire self-confidence.

3. In no case should all students follow the same materials during every lesson or every learning activity. The pupil - teacher ratio has been reduced to allow for individualized instruction of each pupil enrolled in the program.

4. Before individualized programs can be planned for each Migrant Summer School student, there must be some diagnostic tests given, at least in Reading and Math and later some post-tests (another form of the pre-test) should be administered to measure growth and achievement.

5. There can never be enough said about communication with parents. Be sure some material goes home at least 3 times a week (e.g. children's work) so parents have some tangible evidence of the value of sending the child to school. Your recruiters and field counselors must work diligently to build good home-school relationships so be sure you hire the right persons for these important jobs.

6. One reading approach we would like you to use, especially in the primary grades, is the Language Experience Approach. We will get this material to you and your teachers and aids by mid way along with other suggested activities.

At the June Migrant Summer School Workshop in Moorhead we will try and provide as much meaningful learning materials to your staff as possible in the time provided. We want to cooperate with you in every possible way to provide an exciting summer of learning activities for the children and we welcome your suggestions for better programs for Migrant youngsters.

FIGURE NUMBER 7

State of Minnesota
Department of Education
School Library Unit

Capitol Square Building
St. Paul, MN 55101
Title II: No. 147
May, 1972

MEXICAN-AMERICAN AMIGOS

Materials for Elementary and Junior High Schools

This selected bibliography has been prepared to help schools provide appropriate resource materials for populations including resident or migrant Mexican-American youngsters, and to suggest useful titles for human relations and other inter-cultural programs.

Books which feature Mexican-Americans, Mexicans, Mexican civilization, and Spanish language editions of familiar children's titles are included. A few professional sources and audiovisual materials are mentioned.

Materials have been selected from the following sources: ALA Booklist, American Library Association. Books for Elementary School Libraries, ed. by E. D. Hodges, 1969. American Library Association. I Read, You Read, We Read... 1971. American Friends Service Committee, Books for Friendship, 1968. National Council for the Social Studies. Children's Books to Enrich the Social Studies. N.E.A., 1966. George Spache. Good Reading for the Disadvantaged Reader. Garrard, 1970. Wilson Standard Catalogs. Los Angeles Public Library book lists and review copies in the School Library Unit collection.

BOOKS

Allen, Steve. THE GROUND IS OUR TABLE. Doubleday, 1966. $4.50 (331.6)
The plight of migrant workers exposed by a concerned entertainer. 7-9

Atwater, James D. & Rutz, Ramon E. OUT FROM UNDER. Doubleday, 1969. $4.95 (972)
History of the conquest of Mexico and the long road to freedom. 7-9

Baker, Nina B. JUAREZ: HERO OF MEXICO. Vanguard, 1942. $3.95 (921)
The liberator and first civilian president of Mexico competently portrayed. 7-9

Balet, Jan. THE FENCE. Delacorte, 1969. $4.50; library ed., $4.17 (E)
Mexican morality tale enlivened by vibrant illustrations. The poor may be honestly rich as father cleverly demonstrates in court. K-3

Baylor, Byrd. COYOTE CRY; illus. by Symeon Shimin. Lothrop, 1972 $4.50; library ed., $4.14 (Ba)
Antonio learns to respect the coyote and ways of the wild. A simple satisfying story with lovely illustrations. 3-5

Behn, Harry. THE TWO UNCLES OF PABLO; illus. by Mel Silverman. Harcourt, 1959. $3.00 (Be)
Humor and Mexican flavor spice this tale of two colorful adults' attempts to win a small boy's affection. 4-6

Belpre, Pura. PEREZ AND MARTINA. Rev. ed. Warne, 1961. $3.50 (Be)

PEREZ Y MARTINA. Spanish ed. Warne, 1966. $3.50
The adventures of a mouse and cockroach who love each other. 2-5

Belpre, Pura. SANTIAGO; illus. by Symeon Shimin. Warne, 1966. Library ed., $3.95 (E)

SANITAGO. Spanish ed. Warne, 1971. Library ed., $3.95
When Santiago talked about Selina, his pet hen, everyone believed him except Ernie, the boy he wanted to impress. K-3

Bemelmans, Ludwig. QUITO EXPRESS. Viking, 1965. $3.50 (E)
Pedro takes a trip on the Quito Express. K-3

Bernal, Ignacio & Others. 3000 YEARS OF ART AND LIFE IN MEXICO, AS SEEN IN THE NATIONAL MUSEUM OF ANTHROPOLOGY, MEXICO CITY. Abrams, 1968. $7.50; paper, $3.95 (970.4)
A museum guide composed of numerous black and white photographs. 7-12

Bishop, Curtis. FAST BREAK. Lippincott, 1967. Library ed., $3.39. (Bi)
For basketball enthusiasts an action filled story featuring a flashy Mexican ball handler. 6-8

Blue, Rose. I AM HERE, YO ESTOY AQUI; illus. by Moneta Barnett. Watts, 1971. $4.95; library ed., $3.95 10 1/4" (E)
Little Lus feels lost but a happy ending ensues when a teacher speaks to her in Spanish and her classmates make her welcome. K-3

Bolton, Ivy. FATHER JUNIPERO SERRA. Messner, 1952. $3.50; library ed., $3.34 (921)
Biography of the founder of the California Missions. 7-9

Bonham, Frank. MYSTERY OF THE FAT CAT; illus. by Alvin Smith. Dutton, 1968. $3.95 (Bo)
Black and Mexican members of the Dogtown Boys Club fight for their rights in this fast-paced mystery. 5-9

Bonham, Frank. VIVA CHICANO. Dutton, 1970. Library ed., $4.50 (Bo)
Accused of attempted murder, Keeny hides out, struggles, eventually faces society, and becomes "macho" in this well-written, easy-to-read story. 6-10

Brenner, Anita. THE BOY WHO COULD DO ANYTHING & OTHER MEXICAN FOLK TALES; illus. by Jean Charlot. Addison-Wesley, 1942. $4.35 (398.2)
The customs and beliefs of the Mexican people are illuminated in this collection of twenty-five folk tales. 4-6

Brenner, Anita. A HERO BY MISTAKE. Addison-Wesley, 1953. Library ed., $3.25 (Br)
How does a boy who is afraid of his own shadow manage to capture a famous bandit? 1-5

Brenner, Anita. THE TIMID GHOST: OR, WHAT WOULD YOU DO WITH A SACKFUL OF GOLD? Illus. by Jean Charlot. Addison-Wesley, 1966. $4.35 (Br)
A fable about gold and ghosts set in Mexico. 3-5

Brock, Virginia. PINATAS; illus. by Anne Marie Jauss. Abingdon, 1966. $3.00 (745.54)
Explicit instructions for creating these Mexican decorations plus their history form a useful handicraft book. 4-7

Buehr, Walter. THE SPANISH CONQUISTADORES IN NORTH AMERICA. Putnam, 1962. Library ed., $3.79 (973.1)
A succinct account of the Spanish explorations and Cortes' conquest of Mexico. 4-6

Bulla, Clyde R. BENITO. Crowell, 1961. $3.50 (Bu)
Benito demands his right to attend school despite his Uncle's opposition. 4-6

Bulla, Clyde R. THE POPPY SEEDS; illus. by Jean Charlot. Crowell, 1955. $3.95; library ed., $4.70 (Bu)
With faith and a handful of seeds, Pablo brings about change in the life of his village. 1-3

Caldwell, John C. LET'S VISIT MEXICO. Day, 1965. Library ed., $3.27 (917.2)
An interesting presentation of Mexico's past and present. 4-6

Camille, Josephine & Albert. CARLOS AND THE BRAVE OWL. Random, House, 1968. $3.50; library ed., $4.99 (Ca)
Carlos finds a courageous, pet in time for the blessing of the animals at the fiesta. 4-6

Clark, Ann N. PACO'S MIRACLE; illus. by Agnes Tait. Farrar, Straus, 1962. $4.50 (Cl)
An inspiring Christmas story. 3-7

Clark, Ann N. TIA MARIA'S GARDEN; illus. by Ezra J. Keats. Viking, 1963. $3.00 (Cl)
A little boy and his aunt discover beauty and wonder in the desert. 1-4

Coatsworth, Elizabeth. THE NOBLE DOLL; illus. by Leo Politi. Viking, 1961. $3.04 (Co)
Mexican Christmas customs and a beautiful doll brighten the life of a little servant girl. 3-5

Coatsworth, Elizabeth. THE PLACE; illus. by Marjorie Auerbach. Holt, 1966. $4.50 (Co)
The meaning of friendship becomes clear to two girls - one Mexican, the other American. 4-6

Cooper, Page. AMIGO, CIRCUS HORSE. Grosset, 1955. $2.95 (Co)
Story of a circus horse. 4-6

Coy, Harold. THE MEXICANS. Little, 1970. $5.95. (972)
Vigorous, well-researched, attractively illustrated history of Mexico with a particularly good treatment of the war with the United States. 8-12

Crary, Margaret. MEXICAN WHIRLWIND. Washburn, 1969. $3.59 (Cr)
Exchange student Maria Estrada and her hostess, Taffy Webster, learn to appreciate each others' customs. 6-9

Credle, Ellis. MEXICO: LAND OF HIDDEN TREASURES. Nelson, 1967. $4.95; library ed., $4.65 (917.2)
A distinct Mexican culture is emerging from a blend of Indian and Spanish components. 7-9

DeGrazia, Nick & Fraser, James. POSADAS. Northland Press, Box N., Flagstaff, AZ 86001. 1968. $2.75 (394.26)
Striking illustrations enhance this picture book story of the New Mexican observance of Christmas with the luminarios. 1-3

Dolch, Edward. STORIES FROM MEXICO. Garrard, 1960. $2.98 (398.2)
Folk stories to broaden children's understanding of Mexican people and their ways. 4-6

Dralle, Elizabeth. ANGEL IN THE TOWER. Farrar, Straus, 1962. $2.75 (Dr)
Angel and his parents are bell-ringers for their village. 3-6

Embry, Margaret. PEG-LEG WILLY. Holiday House, 1966. Library ed., $3.50 (Em)
Peg-Leg Willy escapes becoming Thanksgiving dinner thanks to his young owner's shenanigans. 1-3

Epstein, Sam & Beryl. THE FIRST BOOK OF MEXICO. Watts, 1967. Library ed., $3.75 (917.2)
The highlights of Mexican history and customs for young readers. 4-7

Ets, Marie H. BAD BOY, GOOD BOY. Crowell, 1967. $3.95. (E)
Roberto begins to learn English. His scribbled letter reunites the family. K-3

Ets, Marie. GILBERTO AND THE WIND. Viking, 1963. $3.00 (E)

GILBERTO Y EL VIENTO; tr. by Aurora Labastida. Spanish ed. Viking, n.d. Library ed., $3.37
The wind makes a fine playmate for a small Mexican boy. K-2

Ets, Marie & Labastida, Aurora. NINE DAYS TO CHRISTMAS. Viking, 1959. $3.50; library ed., $3.37 (E)
Children will enjoy Ceci's Mexican Christmas revels. K-2

Fante, John & Brochert, Rudolph. BRAVO, BURRO! Illus. by Marilyn Hirsh. Hawthorn, 1970. $5.25 (Fa)
When a prize bull escapes, Manuel and his burro recover him. Good representation of father-son relationships. 2-6

Fiedler, Jean. CALL ME JUANITA. McKay, 1968. $3.75 (Fi)
Simple Spanish conversation has instructive impact in this novel of a New York family transplanted to Cuernavaca, Mexico. 4-6

Flora, James. THE FABULOUS FIREWORK FAMILY. Harcourt, 1955. $3.95. (Fl)
Fireworks for the feast create a glorious celebration despite a faulty rocket. Beautiful illustrations. K-4

Frasconi, Antonio. SEE AGAIN, SAY AGAIN; GUARDA DI NUOVO, PARLA DI NUOVO; REGARDE DE NOUVEAU, PARLA DE NOUVEAU; MIRA DE NUEVO, HABLA DE NUEVO; a picture book in four languages. Harcourt, 1964. $4.25; library ed., $4.30 (410)
Distinctive, colorful woodcuts convey a variety of words and their meaning to youngsters. 3-7

Frasconi, Antonio. SEE AND SAY, GUARDA E PARLA, MIRA Y HABLA, REGARDE ET PARLE. Harcourt, 1964. $3.95; library ed., $4.27 (410)
Striking woodcuts accompany the words in this multilingual picture book. 3-7

Freeman, Dorothy R. FRIDAY SURPRISE. Elks Grove, 1968. Library ed., $3.89 (Fr)
Mario creates a surprise for each member of his family. 1-3

Freeman, Dorothy R. HOME FOR MEMO. Elks Grove, 1968. Library ed., $3.89 (Fr)
Memo's parents come from Mexico to California to work on a lemon ranch. Affectionate family relationships. 2-4

Galbraith, Clare K. VICTOR; illus. by Bill Commerford. Little, 1971. $3.50; library ed., $3.45 (Ga)
School is a trying experience for a young Mexican-American with language difficulties. 2-4

Garrett, Helen. ANGELO, THE NAUGHTY ONE. Viking, 1944. Library ed., $3.37; paper, 1970. 95¢ (E)
Soap, water, and little boys don't mix. K-3

Gates, Doris. BLUE WILLOW. Viking, 1946. $3.50; library ed., $3.37, paper, 1969. 75¢ (Ga)
The longing for security and a settled home poignantly portrayed in this story of a migrant family. 4-7

Glubok, Shirley. THE ART OF ANCIENT MEXICO; designed by Gerard Nook, special photos. by Alfred H. Tamarin. Harper, 1968. $4.50; library ed., $5.49 (970.6)
An examination of the products of Indain cultures before the Spanish conquest. Excellent photographs. 3-6

Gordon, Alvin. INHERIT THE EARTH. Univ. of Arizona Press, 1963. $3.95 (SC)
Eloquent stories describe Mexican ranch life with affection and humor. 4-6

Graham, Helen H. LITTLE DON PEDRO. Hale, 1959. $2.94 (Gr)
Brave Pedro saves his baby sister from a fierce bull. 2-4

Grant, Clara L. & Watson, Jane W. MEXICO, LAND OF THE PLUMED SERPENT. Garrard, 1968. Library ed., $3.49 (917.2)
Legends and facts blend to recount the history and geography of Mexico. 3-5

Hall, Lynn. A HORSE CALLED DRAGON; illus. by Joseph Cellini. Follett, 1971. Paper-covered bds., $3.95; library ed., $3.99. (Ha)
A moving account of a famous Mustang captured in Mexico and used as a sire of the famous Pony of the Americas breed. 5-8

Hall-Quest, Olga. CONQUISTADORES AND PUEBLOS. Dutton, 1969. $4.95; library ed., $4.90 (978)
A survey of the American Southwest from 1540-1848. 7-9

Hancock, Ralph. MEXICO. Macmillan, 1964. Library ed., $2.96 (917.2)
The history and culture of Mexico. 7-9

Hardendorff, Jeanne B., comp. TRICKY PEIK AND OTHER PICTURE TALES; illus. by Tomie de Paola. Lippincott, 1967. $3.25; library ed., $3.11 (SC)
Mexico and Spain are represented among the twenty humorous stories in this story hour collection. 4-6

Hart, Carolyn G. RENDEZVOUS IN VERACRUZ. Evans, 1970. $4.95 (Ha)
Mystery in Mexico. 6-9

Haviland, Virginia. FAVORITE FAIRY TALES TOLD IN SPAIN; illus. by Adrienne Adams. Little, 1963. $3.95 (398.2)
Six stories from Spain. 2-5

Hoff, Syd. DANIELITO Y EL DINOSAURO; tr. by P. Belpre. Harper, 1969. Library ed., $2.92 (E)
Original Title: Danny and the Dinosaur.
An imaginative story of the wonderful day the dinosaur leaves the museum to play with Danny. K-3

Holland, Ruth. THE FORGOTTEN MINORITY; America's tenant farmers and migrant workers. Crowell, 1970. $4.50 (331.6)
Historical overview of the plight of impoverished U. S. farm workers from pioneer days to the present. 7-12

Hood, Flora. ONE LUMINARIA FOR ANTONIO. Putnam, 1966. Library ed., $2.97 (Ho)
Antonio prepares for Christmas by making a lantern from a candle set in sand and a paper sack. 1-3

Jagendorf, Moritz A. & Boggs, R. S. THE KING OF THE MOUNTAINS; a treasury of Latin America folk stories; illus. by Carybe. Vanguard, 1960. $5.95 (398.2)
Pithy and lively stories from all the countries of Latin America provide good storytelling material. 4-7

Johnson, Annabel & Edgar. THE RESCUED HEART. Harper, 1961. $3.95; library ed., $4.43 (Jo)
Sensitive treatment of youth's inner turmoil and the generation gap. 7-9

Joslin, Sesyle. LA FIESTA. Harcourt, 1967. $3.75; library ed., $3.78 (E)
Amusing incidents presented in simple Spanish. K-3

Joslin, Sesyle. SENOR BABY ELEPHANT, THE PIRATE. Harcourt, 1962. $2.75; library ed., $2.79 (E)
Playing a swashbuckling role, Baby Elephant learns some Spanish. K-3

Kalnay, Francis. IT HAPPENED IN CHICHIPICA; illus. by Charles Robinson. Harcourt, 1971. $4.95 (Ka)
A burro, jealous neighbors, and a bright, busy lad are actors in an entertaining drama set in rural Mexico. 4-6

Keats, Ezra J. & Cherr, Pat. MY DOG IS LOST. Crowell, 1960. $3.50 (E)
To look for a lost dog in New York City is hard when you are small and cannot speak English! K-3

Kirn, Ann. TWO PESOS FOR CATALINA. Rand MacNally, 1962. $3.50; library ed., $3.47 (Ki)
A colorful story about a Mexican girl who obtains her first pair of shoes. 1-4

Krumgold, Joseph. ...AND NOW MIGUEL; illus. by Jean Charlot. Crowell, 1953. $4.50; paper, $1.65 (Kr)
A memorable story of New Mexican sheepherders and a boy's development toward manhood. 6-8

Laklan, Carli. MIGRANT GIRL. McGraw-Hill, 1970. $4.95 (La)
Migrant labor's hardships fictionally but forcefully exposed. 6-9

Lampman, Evelyn S. TILTED SOMBERO; illus. by Ray Cruz. Doubleday, 1966. $3.95 $3.95 (La)
As the Mexican revolution erupts Nando must make a momentous decision. 4-6

Larralde, Elsa. THE LAND AND PEOPLE OF MEXICO. Lippincott, 1964. Library ed., $3.79 (917.2)
A well-rounded picture of Mexico and its people, illustrated with maps and photographs. 7-9

Lauritzen, Jonreed. COLONEL ANZA'S IMPOSSIBLE JOURNEY. Putnam, 1966. Library ed., $3.86 (979.4)
Early California history. 7-10

Lawrence, Mildred. GOOD MORNING, MY HEART. Harcourt, 1957. $3.95; paper 50¢ (La)
Discrimination against a Mexican girl arouses Jan to action. 7-9

Leaf, Munro. THE STORY OF FERDINAND. Viking, 1969. Paper, 75¢ (E)
Flower sniffing is more appealing to Ferdinand than being ferocious. K-3

Lenski, Lois. PAPA PEQUENO: PAPA SMALL; tr. by M. D. Lado. Walck, 1961. $3.50 (E)
Everyday activities of the Small family. K-3

Lenski, Lois. VAQUERO PEQUENO: COWBOY SMALL. Walck, 1960. $3.50 (E)
A cowboy's life on the range and the care of his horse. K-3

Lewis, Richard, ed. STILL WATERS OF THE AIR; poems by three modern Spanish poets. Dial, 1970. $4.50; library ed., $4.17 (861.08)
Nature and the ages of man are the poetic themes of this inviting bilingual collection by Jimenez, Garcia Lorca, and Machado. 7-12

Lexau, Joan M. MARIA. Dial, 1964. $3.50; library ed., $3.39 (E)
Maria obtains a longed-for doll. K-3

Lomas, Steve. FISHING FLEET BOY. Doubleday, 1963. $3.50 (Lo)
Why did the fish disappear? Don Sebastian tried to find out. 7-9

MCCALL'S INTRODUCTION TO MEXICAN COOKING, ed. by Linda Wolfe. McCall, 1971. Paper-covered bds., $2.95 (641.5)
An attractive guide to cooking with a Mexican flavor, American-style for novice or expert. 7-12

McNeer, May. THE MEXICAN STORY; illus. by Lynd Ward. Farrar, Straus, 1953. $4.95 (972)
A skillfully condensed account of the highlights of Mexican history. Superb illustrations. 4-7

Madison, Winifred. MARIA LUISA. Lippincott, 1971. Library ed., $4.43; paper, $1.95 (Ma)
Necessity forces 12 year old Maria to live with relatives in San Francisco. How she meets the challenges of being a Chicano is sympathetically told. 4-7

Martin, Patricia M. CHICANOS: Mexicans in the United States; illus. by Robert Frankenberg. Parents' Magazine Press, 1971. $3.78 (301.453)
Chicano achievement and pride, the migrant workers' way of life and a brief history of the Mexican people presented in a straightforward way. 2-4

Martin, Patricia M. GRANDMA'S GUN. Golden Gate, 1968. $3.50; library ed., $3.27 (Ma)
A young lad helps to hide a cannon from invading Americans during the Mexican War. 4-6

Martin, Patricia M. TRINA'S BOXCAR. Abingdon, 1967. $3.25 (Ma)
Trina tries to learn to speak English. 4-6

Means, Florence C. BUT I AM SARA. Houghton, 1961. $3.50 (Me)
This story of an American girl in Mexico reveals significant aspects of Mexican life and values. 7-9

Means, Florence C. KNOCK AT THE DOOR, EMMY. Houghton, 1956. $3.95 (Me)
Migrant life as experienced by fifteen year old, Emmy. 7-9

Mirsky, Jeannette. THE GENTLE CONQUISTADORES; illus. by Thomas Morley. Pantheon, 1969. $4.95; library ed., $4.99 (Mi)
Historical fiction woven around a disastrous Spanish expedition to the New World and the trek of survivors across the Southwest. 7-9

Molnar, Joe. GRACIELA. Watts, 1972. $4.50 (301.453)
A Mexican-American tells her family's story in a candid manner. Photographs enhance the book. 4-7

Morrow, Elizabeth. THE PAINTED PIG; illus. by Rene D'Harnoncourt. Knopf, 1942. Library ed., $3.84 (E)
Pedro wants a pig like Pita's. After many trials he gets one. K-3

MOTHER GOOSE IN SPANISH; tr. by Alastair Reid and Anthony Kerrigan. Illus. by Barbara Cooney. Crowell, 1968. $4.50 (398.8)
Familiar rhymes translated into Spanish and decorated with pictures from the Spanish countryside. K-3

Murphy, Patrick J. & Shirley R. CARLOS CHARLES. Viking, 1971. $4.50; library ed., $4.13. (Mu)
A Panamanian orphan is rescued from an aimless existence by a boat builder and a Mexican geologist after a series of harrowing adventures. 5-9

Nava, Julian. MEXICAN AMERICANS; a brief look at their history. Anti-Defamation League of B'nai B'rith, 315 Lexington Ave. New York, N.Y. 10016. 1970. 75¢ (301.453)
A pamphlet offering an introduction to the Mexican American for the general reader. 6-9

Nevins, Albert J. AWAY TO MEXICO. Dodd, 1966. $3.75 (917.2)
Mexico's history, geography and culture in a well-illustrated, interesting presentation. 5-7

Niggli, Josefina. A MIRACLE FOR MEXICO. N.Y. Graphic Society, 1964. $6.50 (Ni)
A moving historical novel centering on the miracle of the Virgin of Guadalupe. 4-6

O'Dell, Scott. THE BLACK PEARL. Houghton, 1967. $3.75 (Od)
Ramon confronts two enemies: the giant Manta and an unscrupulous diver. 7-9

O'Dell, Scott. THE KING'S FIFTH; illus. by Samuel Bryant. Houghton, 1966. $3.95 (Od)
Coronado's young cartographer has many an adventure and eventually learns that gold is not the answer. 5-7

Ormsby, Virginia H. TWENTY-ONE CHILDREN. Lippincott, 1957. Library ed., $3.79 (E)
Turn about is fair play. Emalina learns English, while she teaches her classmates Spanish. K-3

Ormsby, Virginia H. WHAT'S WRONG WITH JULIO? Lippincott, 1965. $2.95; library ed., $3.79 (E)
Why doesn't Julio learn English? K-3

Parish, Helen R. AT THE PALACE GATES. Viking, 1949. Library ed., $2.96 (Pa)
Paco goes to the city to earn his living as a shoe-shine boy. 4-6

Parish, Helen R. OUR LADY OF GUADALUPE; illus. by Jean Charlot. Viking, 1955. Library ed., $3.77 (Pa)
The Catholic tradition of a miraculous appearance of the Virgin Mary in Mexico simply told. 3-6

Petersham, Maud & Miska. THE CIRCUS BABY. Macmillan, 1950. $3.95 (E)
Mother elephant attempts to teach her baby the ways of circus folk. Spanish text available. K-3

Politi, Leo. A BOAT FOR PEPPE. Scribner, 1950. Library ed., $5.09 (E)
Peppe's greatest wish was for a sailboat of his own. K-3

Politi, Leo. JUANITA. Scribner, 1948. Library ed., $4.37 (E)
A little girl with a pet dove takes part in the Easter festivities of her Los Angeles neighborhood. K-3

Politi, Leo. LITO AND THE CLOWN. Scribner, 1964. Library ed., $4.37 (E)
A little Mexican boy, seeking a lost kitten, searches through streets filled with carnival crowds. K-3

Politi, Leo. LITTLE LEO. Scribner, 1951. $5.95 (E)
A simple, fanciful tale of a Mexican boy. K-3

Politi, Leo. THE MISSION BELL. Scribner, 1953. Library ed., $4.37 (Po)
Beautiful illustrations highlight this reverent story of Father Serra. 4-6

Politi, Leo. PEDRO, THE ANGEL OF OLVERA STREET. Scribner, 1946. Library ed., $4.05 (E)
Mexican style Christmas celebrated in Los Angeles by a Mexican family. K-3

Politi, Leo. PICCOLO'S PRANK. Scribner, 1965. $4.95; library ed., $4.37 (E)
Another story of the Mexican-American section of Los Angeles. K-3

Politi, Leo. ROSA. Scribner, 1963 $4.95 (E)
A Mexican girl, whose dearest wish is a doll for Christmas, comes home from the toy shop to find a baby sister! K-3

Politi, Leo. SONG OF THE SWALLOWS. Scribner, 1949 $4.95 (E)
Picture-story of a little boy and his friends, the swallows of the Mission San Juan Capistrano. K-3

Potter, Beatrix. PEDRIN, EL CONEJO TRAVIESO: PETER RABBIT. Warne, n.d. $1.95 (E)
Spanish text of the dearly loved classic about a disobedient rabbit. K-2

Prieto, Mariana B. A KITE FOR CARLOS. Day, 1966. Library ed., $3.48 (Pr)
An appealing story told in English and Spanish. 2-5

Prieto, Mariana B. RAIMUNDO; the unwilling warrior; illus. by Beatrice Darwin. Harvey House, 1971. $3.50; library ed., $3.36 (Pr)
A fighting cock who would rather sing and a young boy who understands finally become companions. Lively drawings. 2-5

Prieto, Mariana B. TOMATO BOY. Day, 1967. Library ed., $3.48 (Pr)
Friendship among the children of migrant workers. 2-5

Prieto, Mariana B. THE WISE ROOSTER: EL GALLO SABIO. Day, 1962. Library ed., $4.69 (Pr)
An Old World Christmas legend in English and Spanish. 1-3

Quinn, Vernon. PICTURE MAP GEOGRAPHY OF MEXICO, CENTRAL AMERICA, AND THE WEST INDIES. Rev. ed. Lippincott, 1963. Library ed., $4.82 (917.2)
A useful reference for studying the countries of this area. Also fun for browsing. 5-7

Resnick, Seymour. SELECTIONS FROM SPANISH POETRY. Harvey House, 1962. $3.50; library ed., $3.36 (861.08)
A delightful selection in Spanish and English. 7-9

Rey, Hans A. JORGE EL CURIOSO. Houghton, 1961. Library ed., $4.07 (E)
Original title: Curious George.
The hilarious tale of a mischievous monkey whose curiosity gets him into trouble. K-3

Rider, Alex. WE SAY HAPPY BIRTHDAY. Funk, 1967. $2.75; paper, $1.35 (410)
Simple text in parallel Spanish and English. 1-6

Rider, Alex. WHEN WE GO TO SCHOOL. Funk, 1967. $2.75; paper, $1.35 (410)
Parallel Spanish and English texts introduce students to another language. 1-6

Ritchie, Barbara. RAMON MAKES A TRADE; illus. by Earl Thollander. Parnasssus, 1959. $3.50; library ed., $3.63 (Ri)
By hard work and shrewd trading Ramon obtains his pet parakeet. 4-6

Rockwell, Anne, comp. EL TORO PINTO AND OTHER SONGS IN SPANISH. Macmillan, 1971. $7.95 10 1/4" (784.4)
A fiesta of songs in Spanish from many lands. Brightly colored illustrations and guitar chords create a many faceted book. 1-6

Ross, Eulialie S., ed. THE BURIED TREASURE AND OTHER PICTURE TALES; illus. by Josef Cellini. Lippincott, 1958. $3.95 (398.2)
This anthology of folktales provides excellent read aloud and storytelling material. 4-6

Ross, Patricia F. IN MEXICO THEY SAY; illus. by Henry Pitz. Knopf, 1942. $3.00; library ed., $4.79 (398.2)
Fourteen old Mexican tales combine elements of fantasy and superstition with everyday realism. 4-6

Ross, Patricia F. MADE IN MEXICO: STORY OF A COUNTRY'S ART AND CRAFTS. Knopf, 1952. Library ed., $4.27 (745)
A survey of Mexico's arts and crafts and their origin. 7-9

Sawyer, Ruth. THE YEAR OF THE CHRISTMAS DRAGON; illus. by Hugh Troy. Viking, 1960. $2.50; library ed., $2.62 (Sa)
Mexican Christmas customs are described in this ingenious story about a Chinese dragon awakened from hibernation in Mexico. 4-6

Schaefer, Jack. OLD RAMON; illus. by Harold West. Houghton, 1960. $3.25 (Sc)
An old shepherd helps a boy on his way to manhood in this beautifully written, wisdom-filled Western adventure. 7-9

Schloat, G. Warren, Jr. CONCHITA AND JUAN, A GIRL AND A BOY OF MEXICO. Knopf, 1964. Library ed., $4.39 (917.2)
Children's life style in Mexico depicted in photographs. 3-5

Schultz, Charles M. ADELANTE, CHARLIE BROWN. Holt, n.d. $1.25 (741.5)
Original title: You Can Do It, Charlie Brown.
The antics of a popular hero. 5-9

Schultz, Charles M. SNOOPY, VUELVE A CASA. Holt, 1969. $1.50 (741.5)
Original title: Snoopy, Come Home.
Here's the high spirited hound who cheers Peanuts fanciers. 5-9

Schweitzer, Byrd B. AMIGO; illus. by Garth Williams. Macmillan, 1963. $4.95 (811 /E)
A prairie dog and a Mexican lad tame each other. Verse story with charming illustrations. K-2

Selvin, David F. THE OTHER SAN FRANCISCO. Seabury, 1969. $5.50 (979.4)
Many minorities played an integral part in the development of San Francisco. 6-9

Seuss, Dr. CAT IN THE HAT; in English and Spanish; tr. by Carlos Riveva. Beginner Bks., n.d. $2.95; library ed., $2.99 (E)
A nonsense story in verse about a funny feline. K-3

Shannon, Terry. A PLAYMATE FOR PUNA. Melmont, 1963. Library e., $3.25 (E)
Puna, a Mexican-Indian child, seeks a playmate. K-3

Showers, Paul. MIRATE LOS OJOS; tr. by Richard J. Palmer. Crowell, 1968. $4.50 (612 /E)
Original title: Look At Your Eyes.
A little boy's daily activities serve as focal point for facts about the eyes. K-3

Showers, Paul. TU PIEL & LA MIA; tr. by Richard J. Palmer. Crowell, 1968. $4.50 (612)
Original title: Your Skin & Mine.
Information about our skin and its functions. 1-3

Simon, Norma. WHAT DO I SAY? Whitman, 1967. $3.95 (410)
Manuel's activities at home and at school conveyed via basic phrases in English and Spanish. K-3

Snyder, Zilpha K. THE VELVET ROOM. Atheneum, 1965. $3.95; library ed., $3.81 (Sn)
Robin's migrant family has a hard life in the Depression of the 1930's. 3-6

Sommerfelt, Aimee. MY NAME IS PABLO. Criterion, 1965. $4.25 (So)
Pablo escapes from the dope pushers of Mexico City with the aid of an Anglo friend. 3-7

Stankevich, Boris. TWO GREEN BARS. Harcourt, 1967. $3.75 (St)
Boy Scout patrol leader, Freeman, takes action against prejudice in this fast moving humorous story. 6-9

Sterne, Emma. BENITO JUAREZ: BUILDER OF A NATION. Knopf, 1967. $3.95; library ed., $4.99 (921)
Sympathetic and full biography of Mexico's hero. 6-9

Stinetorf, Lousie A. A CHARM FOR PACO'S MOTHER. Day, 1965. Library ed., $3.96 (St)
Paco prays for a charm which will restore his mother's sight. 3-5

Stinetorf, Louise A. MANUEL AND THE PEARL; illus. by Joseph Escourido. Day, 1966. Library ed., $3.96 (St)
Papacito is exonerated by his son in the theft of a valuable pearl. A warm portrait of family life. 4-6

Stolz, Mary. JUAN; illus. by Louis Glanzman. Harper, 1970. $3.95; library ed., $4.43 (St)
Distinctive style and setting, plus excellent characterization present a Mexican orphan boy's plight. 4-6

Stone, Helen V. PABLO THE POTTER; illus. by Haris Petie. Lantern, 1969. $3.25 (St)
Pablo takes a big step toward maturity when he chooses to help a friend instead of buying a toy. 1-3

Swiger, Elinor P. MEXICO FOR KIDS; drawings by Claude Martinot. Bobbs-Merrill, 1971. $4.95. (917.2)
A well-done but costly guide to what to see, eat, wear, and do in Mexico for energetic youngsters. 2-5

Syme, Ronald. CORTES OF MEXICO; illus. by William Stobbs. Morrow, 1951. $3.95 (921)
A useful biography of Cortes written in interesting fashion. 7-9

Tebbel, John & Ruiz, Ramon E. SOUTH BY SOUTHWEST; the Mexican-American and his heritage; illus. by Earl Thollander. Doubleday, 1969. $3.75; paper, $1.45 (301.453)
Brief presentation of the Mexican-American's role in developing the Southwestern United States. 7-9

Todd, Barbara K. JUAN PATRICIO; illus. by Gloria Kamen. Putnam, 1972. Library ed., $3.29 (E)
Juan wants a summer job. A pup provides the solution to his problem. K-3

Toor, Frances. A TREASURY OF MEXICAN FOLKWAYS. Crown, 1947. $8.50 (972)
A valuable overall survey of Mexican traditions, beliefs, customs, etc. 7-9

Trevino, Elizabeth Borton de. NACAR, THE WHITE DEER; illus. by Enrico Arno. Farrar, 1963. $3.95 (Tr)
Mute since early childhood a small Mexican shepherd boy cares for a white deer. When the deer is threatened the boy regains his speech. 5-7

Ungerer, Tomi. ORLANDO, THE BRAVE VULTURE. Harper, 1966. $3.79 (E)
This fearless Mexican vulture saves a gold miner and brings prosperity to an Indian village. K-3

Unwin, Nora S. POQUITO, THE MEXICAN DUCK. Hale, 1959. Library ed., $2.85 (Un)
The adventures of a duck saved from the wilderness by a boy and from the cooking pot by the production of an egg. 3-5

Vavra, Robert. FELIPE, THE BULLFIGHTER. Harcourt, 1967. $3.95; library ed., $3.99 (921)
True story of a Spanish boy who prepares to fight his first bull. 4-6

Villacana, Eguenio. VIVA MORELIA; illus. by Elisa Manriquez. Evans, dist. by Lippincott, 1971. $3.95 (917.2)
Narrative framework and factual text present the Spanish and Indian heritage of Mexico. 4-6

Weeks, Morris. HELLO MEXICO. W.W. Norton, 1970. $5.95; library ed., $5.34 (917.2)
A true feeling of ancient and modern Mexico pervades this overview of its history, geography, and culture. 5-12

Weiner, Sandra. SMALL HANDS, BIG HANDS; seven profiles of Chicano migrant workers and their families. Pantheon, 1970. $4.50 11 1/4" (301.44)
Appealing presentation of human interest material reflecting the oppression of migrant workers as well as their strong sense of family. 4-8

Wojciechowska, Maia. ODYSSEY OF COURAGE. Atheneum, 1965. $3.75; library ed., $3.59 (973.1)
Vividly told tale of the explorations of Cabeza de Vaca. 5-9

Wojciechowska, Maia. SHADOW OF A BULL. Atheneum, 1964. $4.25 (Wo)
Against his own secret desires, Manolo is being trained to be a bullfighter to follow in his father's foot steps. 6-8

Wood, Frances E. ENCHANTMENT OF MEXICO; illus. by Katherine Grace. Children's Press, 1964. $4.50 (917.2)
A readable, attractively illustrated study of Mexico. 4-6

Young, Bob & Jan. ACROSS THE TRACKS. Messner, 1958. $3.50; library ed., $4.29 (Yo)
A high school girl of Mexican descent struggles against racial barriers in her school. 7-9

Young, Bob & Jan. GOOD-BYE AMIGOS. Messner, 1963. $3.50 (Yo)
Sympathy for striking migrant workers brings conflict for an adolescent. 7-9

Yurchenco, Henrietta. A FIESTA OF FOLK SONGS FROM SPAIN AND LATIN AMERICA; illus. by Jules Maidoff. Putnam, 1967. Library ed., $4.39 (784.6)
Children with a Spanish heritage will enjoy learning these short, cheerful songs about animals and nature. 2-6

OTHER RESOURCES

This section contains a few additional resource materials which should be helpful to teachers and librarians.

PRINT FOR PROFESSIONALS

Burma, John H. MEXICAN-AMERICANS IN THE UNITED STATES; a reader. Schenkman, dist. by Canfield Press, 1970. Paper, $5.95 (301.453)
A compact survey of the basic elements of contemporary Mexican-American culture in the U. S. 10-12-T

CHILDREN AT THE CROSSROAD; A report on State programs for the education of migrant children under Title I of the Elementary and Secondary Education Act. U.S. Department of Health, Education, And Welfare, 1970. Supt. of Docs. U.S. Govt. Print. Off., Washington, D.C. 20402. Cat. #HE 5.237:37062. 65¢

ERIC/CRESS NEWSLETTER, available free from ERIC Clearinghouse on Rural Education and Small Schools New Mexico State University, Box AP, University Park Branch, Las Cruces, New Mexico 88001
Information about research and available documents on Mexican-American and migrant workers.

Fedder, Ruth & Gabaldon, Jacqueline. NO LONGER DEPRIVED; the use of minority cultures and languages in the education of disadvantaged children and their teachers. Teachers College, Columbia Univ., 1970. Paper, $4.95. (371.9)
Case study situations from the Southwest and related discussions at teachers' meetings convey cogent facts, practical techniques, and valuable perspectives for professional and volunteer teachers working with minority-group children.

FILMS FOR TEACHING AND LEARNING SPANISH; an outgrowth of the the Film Workshop directed by Mary E. Moen at Anoka Ramsey State Junior College. Minnesota State Dept. of Education, Div. of Instruction, Foreign Language Unit, 1971. Available free.
This catalog was prepared to simplify the task of locating films in the Spanish language or relevant to the Spanish-speaking world. All films have been previewed and grade levels are indicated. Minnesota Spanish language teachers have received copies.

Gottlieb, David & Heinsohn, Anne L., comps. AMERICA'S OTHER YOUTH; growing up poor. Prentice-Hall, 1971. $7.95; paper, $4.95 (301.43)
Among the selections about conditions, attitudes, and life-style of various young people are enlightening sections about Mexican-Americans and migrant workers.

PREP, No. 19-K. INSTRUCTION MATERIALS AND GUIDES FOR MIGRANT EDUCATION. Available from ERIC Document Reproduction Service. Leasco Information Service Products, Inc. P.O. Drawer O, Bethedsa, MD. 20014. Order No. ED 042936. $3.29. Payment should accompany order; all drafts payable to EDRS.
A six page bibliography of current ERIC documents on instructional materials guides for teaching the migrant child.

Oakland Public Schools, Oakland, California. THE MEXICAN-AMERICANS: BOOKS FOR YOUNG PEOPLE, ed. by Helen W. Cyr. Available from Oakland Public Schools, Div. of Instructional Media, Library Dept., Oakland CA, 1969. 80¢

Books for junior and senior high school students containing information about Mexicans and Mexican-Americans in the U.S. and about the land of their heritage.

FILMS

FELIPA: NORTH OF THE BORDER. A Bert Salzman Production. Written and directed by Bert Salzman. Dist. by Learning Corporation of America, 711 Fifth Ave. N.Y. 10022. 1970. 16 min., with notes, $205. Order #EW105. (301.453)

A child copes with her ethnic heritage and the culture of white America. Bkl 6/15/71.

MEXICAN-AMERICAN CULTURE: ITS HERITAGE. Producers: Sidney Galanty and Albert Saparoff. Director: Sidney Galanty. Writer and musical director: Albert Saparoff. Narrator: Ricardo Montalban. Produced and dist. by Communications Group West, 6430 Sunset Blvd., Hollywood, CA 90028. 1970. 18 min., with notes, $225. Order #CGE-100-3. (917.2) 6-12

"Recommended for bilingual community groups interested in learning about their heritage." Bkl 4/1/72. p. 648

SOUND FILMSTRIPS

THE BOY WHO COULD DO ANYTHING: A MEXICAN FOLKTALE. From the book by Anita Brenner published by Scott. Produced and dist. by Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570. 1970. Sound filmstrip, 77 fr., 13 min., with phonodisc and discussion guide, for use with manual or automatic projector, $9. Order #301554. (398.2) 4-6 Bkl 6/15/71.

MEXICO IN THE 20TH CENTURY. Producer: Ann Marie Rambo. Written by Barbara Upton. Produced and dist. by BFA Educational Media. 2211 Michigan Ave., Santa Monica, CA 90404. 1969; released 1970. 6 sound filmstrips, with 3 phonodiscs, with teaching guide, for use with manual or automatic projector, $53; each filmstrip $8.25; each phonodisc $5. (917.2) 4-8 Bkl 1/15/71

STORY SERIES 2. (Also in Spanish) MR. BROWN AND MR. GRAY. MR. FIZBEE AND THE LITTLE TROOP. Produced and dist. by BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404. 1969. 2 sound filmstrips with phonodisc and teaching guide. 2 strips, ea. $8 / 1, 12" record, $5 - boxed, $21. 2 strips, ea. $8 / 2 tape cassettes, ea. $7 - boxed, $30. (E) K-4 Bkl 1/15/71.

STORY SERIES 3. (Also in Spanish) WHAT MARY JO SHARED. WHAT MARY JO WANTED. Produced and dist. by BFA Educational Media. 2211 Michigan Ave., Santa Monica, CA 90404. 1969. 2 sound filmstrips, with phonodisc and teaching guide. 2 strips, ea. $8 / 1, 12" record, $5 -boxed, $21. 2 strips, ea. $8 / 2 tape cassettes, ea. $7 - boxed, $30. (E) K-3 Blk 1/15/71.

WESTON WOODS. SPANISH LANGUAGE MATERIALS. For a selective list of outstanding children's books and related motion pictures, filmstrips and recordings request a PORTFOLIO-CATALOG from Weston Woods, Weston, CT 06880. Sound filmstrips sets $42.50 ea. For example: Set 1. Millions of Cats, Mike Mulligan and His Steamshovel, Make Way for Ducklings, Hercules.